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ABSTRACT

This annual directory describes current and newly expired projects funded under the United States Office of Special Education and Rehabilitative Services' (OSERS) Secondary and Transition Initiative. Project areas include family networking, secondary and transition services follow-up and follow-along projects, training and employment models for youth with handicaps, postsecondary education programs for handicapped persons, innovative programs for severely handicapped children to develop transition skills, models for planning and implementing transitional services for secondary-aged handicapped youth, models for providing secondary mainstreamed learning-disabled and other mildly handicapped students with job-related training, and special projects and demonstrations for providing vocational rehabilitation services to severely disabled individuals. The compendium is divided into six sections: (1) an introduction which describes the Transition Initiative and the role of the Transition Institute at Illinois; (2) a section containing case studies illustrating the impact of transition services upon individuals participating in these federally funded projects; (3) an overview, which describes in tables, figures, and text the characteristics of 94 model projects funded in 1990 in OSERS' competitive selection process; (4) the main section consisting of individual profiles for 1990 projects, profiles of the funding competitions, and profiles of projects that expired in 1989; (5) an index by key personnel, location, and handicapping conditions served; and (6) appendixes which contain project questionnaires and contact information for project directors. (JDD)

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Compendium of Project Profiles 1990

Patricia A. Gonzalez
Michael S. Carren
Yee-Rong Lai

EC 300 218

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TRANSITION
INSTITUTE
AT ILLINOIS

The following principles guide our research related to the education and employment of youth and adults with specialized education, training, employment, and adjustment needs.

- Individuals have a basic right to be educated and to work in the environment that least restricts their right to learn and interact with other students and persons who are not handicapped.
- Individuals with varied abilities, social backgrounds, aptitudes, and learning styles must have equal access and opportunity to engage in education and work, and life-long learning.
- Education experiences must be planned, delivered, and evaluated based upon the unique abilities, social backgrounds, and learning styles of the individual.
- Agencies, organizations, and individuals from a broad array of disciplines and professional fields must effectively and systematically coordinate their efforts to meet individual education and employment needs.
- Individuals grow and mature throughout their lives requiring varying levels and types of educational and employment support.
- The capability of an individual to obtain and hold meaningful and productive employment is important to the individual's quality of life.
- Parents, advocates, and friends form a vitally important social network that is an instrumental aspect of education, transition to employment, and continuing employment.

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COMPENDIUM

OF

PROJECT PROFILES

1990

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Michael S. Carren
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Secondary Transition Intervention Effectiveness Institute
University of Illinois at Urbana-Champaign

ACKNOWLEDGMENTS

We wish to thank the project directors who devoted time and effort to the completion of the questionnaires. Their contributions have made it possible to present a comprehensive view of the nationwide transition effort being conducted through OSERS-funded transition projects. In addition, we would like to thank Dawn Bragg, Lizanne DeStefano, Thomas Lagomarcino, and Merle Levy for their assistance in the preparation of this document.

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PREFACE

This document, which has been produced by the Evaluation Technical Assistance Program at the Transition Institute at Illinois, is a directory of current and newly expired projects funded under the Office of Special Education and Rehabilitative Services' (OSERS) Secondary and Transition Initiative. The information and descriptive data contained in the Project Profiles and Summary sections were derived in part from the Project Characteristics Questionnaires (PCQ, EPCQ) completed by OSERS-funded projects in early 1990 (see Appendices A and B). In some cases additional project information was obtained from the original grant applications and previous years' profiles. The information contained in the individual competition profiles was obtained directly from the grant announcement packets for each competition.

There are two major changes from earlier editions in the composition of the 1990 Compendium. A section containing case studies submitted by projects in the 84.078C, 84.158C, and 84.158N competitions has been added to the front of this volume. The case studies serve to illustrate the impact of transition services upon individuals participating in these projects.

A second modification excludes profiles and summaries of projects that expired before January 1989. However, Appendix C contains our most current contact information on all 237 transition projects funded by OSERS since 1984. Readers interested in descriptive information on the projects that expired before 1989 may refer to previous editions of the Compendium or may contact the Institute. Summaries and profiles of projects expiring during 1989 are included in this volume.

The 1990 Compendium is divided into six sections:

- The Introduction describes the Transition Initiative and the role of the Transition Institute at Illinois.

- Individual Case Studies begins with an introductory statement followed by a series of one-page case studies grouped by competition. Case studies were solicited from projects in the 84.078C, 84.158C, and 84.158N competitions. An overall summary of the results depicted in these case studies concludes this section.
- The Overview contains a description of the competitions, including current and expired projects as well as data collected from the current projects.
- The Project Profiles are grouped by competition. Each section contains a description of the competition, a data summary of the current and recently expired projects funded under the competition which precedes individual project profiles for current and recently expired projects. The seven Competition Profiles provide a summary of the purpose, authority, eligible recipients, funds available, number of grants awarded, and duration of awards for each competition; they precede the individual profiles of current projects for each competition.

The Summary of Project Profiles summarizes of the data reported in the individual profiles of current projects for each competition. Each current project is described in the Individual Project Profiles. These profiles include project demographic information, purpose, current focus, primary grantee, cooperating agencies, project participants, project evaluation, and products.

In 1989 federal funding was terminated for 29 projects. Summaries and project profiles for these "recently expired" profiles can be found under competitions 84.078C, 84.158C, and 84.086M. The summary of Expired Project Profiles presents an overview of the purpose, focus of continuation activities, project components being continued, and project products reported by these projects. The individual Expired Project Profiles follow each Summary and provide information on the original project purpose and, if reported, the focus of the expired project's continuation activities, the project components being continued (and by whom), and the products available from the project. In many cases, dissemination and replication activities are continuing for these projects.

- The Index provides a guide to projects' key personnel, location, and handicapping conditions served.
- The Appendices include copies of the PCQ, EPCQ, and the Master Mailing List for Project Directors.

The Compendium is an annual publication of the Transition Institute at Illinois and is intended for specific use by project directors, OSERS project officers, and Transition Institute staff. Others involved in the transition effort may also find this document useful for obtaining an up-to-date view of the nationwide transition effort being supported by the U.S. Department of Education, Office of Special Education and Rehabilitative Services. Users of the Compendium are encouraged to communicate directly with project contact persons listed on the profiles for obtaining information on specific projects. Users are also urged to submit comments and suggestions for improving the usability and effectiveness of future editions of the Compendium.

Points of view or opinions expressed in this document do not necessarily represent the U.S. Department of Education's position or policy; the contents are presented for information only, and no endorsement is intended.

INTRODUCTION

The economic, educational, and employment problems encountered by youth and adults with disabilities have been addressed in the past through a variety of federal and state programs. Assurances of nondiscrimination, mandated services, and equal access to services have earmarked federal legislation through the years. However, only recently has Congress elected to focus directly on the transition from school to work for these individuals. In the 1983 Amendments to the Education of the Handicapped Act of 1973, Section 626 of Public Law 98-199, entitled "Secondary Education and Transition Services for Handicapped Youth," was enacted for the purpose of stimulating a nationwide Transition Initiative. Under the leadership of Assistant Secretary Madeleine C. Will, the Transition Initiative became a national priority. The Initiative is funded by the authorization of $6.6 million in grants and contracts to be spent annually by the Office of Special Education and Rehabilitative Services (OSERS).

With the major objectives of Section 626 being to improve and develop secondary special education programs and to strengthen and coordinate education, training, and related services to assist in the transition process, OSERS announced several grant programs in fiscal year 1984. In addition to Section 626, grant programs were also authorized under Section 641-642 of Public Law 98-199 and Section 311 (A) (1) of Public Law 93-112, and the Rehabilitation Act of 1973, as amended. Fiscal year 1984 marked the beginning of a federal effort to focus on the problems of youths with disabilities exiting the secondary school and to provide appropriate transition services for youths and adults with disabilities. Legislative efforts to expand transition services and programs were extended at the federal level with the passage of the latest amendments to the Education of the Handicapped Act, enacted in 1986 as P.L. 99-457. This act re-authorized discretionary programs, such as grants to, or contracts with, educational agencies for developing and adapting postsecondary, vocational, technical, continuing, and adult education to meet the special needs of individuals with disabilities (Sec. 625). Funding for these grants and contracts was authorized at $5.9 million for FY 1987, $6.2 million for FY 1988, and $6.6 million for FY 1989.

In order to assist in evaluating and extending the impact of the federal initiative, the Secondary Transition Intervention Effectiveness Institute at the University of Illinois at Urbana-Champaign was formed in August 1985. Through a five-year contract with OSERS, the Transition Institute at Illinois is studying the issues and problems related to secondary education and transitional services. One of the major activities within the Institute's Evaluation Technical Assistance Program is to collect, summarize, and disseminate information about the model programs funded under the Secondary Education and Transition Services Initiative. The dissemination of descriptive data through the Compendium of Project Profiles is intended to facilitate efforts to ensure the long-range impact of the Initiative upon both school- and community-based programs.

INDIVIDUAL CASE STUDIES

In November 1989 letters were sent by the Transition Institute to 85 directors of current and recently expired projects in the 84.078C, 84.158C, and 84.158N competitions requesting case studies of successful program participants. These particular competitions were selected based upon the number of projects providing direct service to young adults with disabilities as part of their goals and objectives. In an effort to standardize the content and length of each case study, a form was provided that requested a description of the participant, the "model" services provided, and the impact of those services upon the life of the individual participant.

Institute staff are enthusiastic about including case studies as part of the fifth edition of the Compendium. Heretofore, these volumes had included only aggregate numbers of persons served and their handicapping conditions, along with simple listings of program components. Through the use of case studies it is possible to see how these program practices were combined to improve the lives of people with a myriad of presenting problems and life situations. In short, case studies serve to illustrate the unique interplay between the characteristics of the individual and the transition services needed to ensure success in adult life.

Many of the project directors expressed their own enthusiasm for having the opportunity to demonstrate the success of their projects through a case study format. As a result, 33 case studies were submitted for inclusion in this volume. They are arranged in three sections according to competition. We urge readers to examine these case studies carefully for a clearer understanding of the impact of transition services on the lives of persons with disabilities, and for a deeper appreciation of the dedication of both the participants and project staff to successful transition.

Competition 84.078C

Postsecondary Education Programs for Handicapped Persons: Demonstration Projects

Vocational and Literacy Development for the Mildly Handicapped Offender

Director: Keith Curry
Buffalo, NY
TI #213

I. **How would you describe the student/client at the time of referral? (Include general demographics, family and friendship structures, school and/or employment status.)**

Michael was 18 years old upon entrance to VALE on 2/15/89. He has lived in residential group homes since the age of eight. His parents, one brother, and one step-brother are living but he has not seen them since 1987. Michael does not, and has not, worked in a formal workplace. He was diagnosed as learning disabled and emotionally disturbed. His sole support is SSI. He dropped out of special education in the 10th grade. Assessment on 9/15/89 indicated an overall reading grade score of 3-2; mathematics at 6-4; and written language at 4-2. Wisc-R scores on 1/29/89 were: Verbal IQ=76; Performance IQ=103; and Full scale = 85.

Upon entry to VALE, Michael had very poor self-esteem. He avoided any kind of eye contact and mumbled answers with his head down. He was unkempt and dirty and was prone to 3- and 4- day alcoholic binges. He had been evicted from several living situations. Michael would not interact with other instructors or students, responding only to direct questions and in one word answers.

II. **What model program services did this student/client receive? (Include references to individualized plans, training, coordination efforts, and so on.)**

The first several months were spent establishing a consistent and trusting relationship with Michael. Little or no instruction was attempted beyond computer games. Michael was seen 3 times per week for 1 hour per session in the instructional setting. At the same time, gradually, Michael was involved in a counseling program at a cooperating agency. He was enrolled in, and completed, an alcohol detoxification program. His finances were taken over by the cooperating agency and his housing was stabilized. A detailed functional literacy program was outlined for Michael, and instruction was gradually introduced in reading, math, and writing. Michael has been referred to OVR. Although still somewhat resistive, he has met with the OVR counselor and another meeting is planned. He is currently reading on a seventh grade level. Math is late seventh or early eighth. Written language is still at the fourth grade level.

The instructor is very directive with Mike in encouraging him to maintain his hygiene (this is required in the instructional setting), and often reinforces that good hygiene is important to maintain good health and is also essential in maintaining friendships. Mike does not always like to listen to the instructor's opinions and he gets very defensive, but it is important when working with Mike to be consistent and present reality, not fantasy. Mike gets lots of verbal reinforcement and does use a variety of learning materials during instruction. But, he is always allowed the choice of working on the computer each session. This motivates him during the lesson because he realizes he will be allowed computer time.

The instructor reinforces Mike's interest by presenting ideas for recreational activities in which he can participate. Mike took the initiative and sought out a program where he could learn judo. He independently signed up for the class and attended a 10-week program. The instructor continues to encourage attendance at A.A. meetings and prompted him to share information regarding a binge. After much encouragement he shared with a group leader but refused to share with the group. He also refuses to accept an A.A. buddy.

III. **How did this individual's life change as a result of your program? (Include references to academic, employment, residential, leisure, and social outcomes as appropriate.**

In the past six months the instructor has noticed an increase in Michael's academic performance and social interactions. Michael now feels very comfortable with his instructor and the other VALE staff. He is open and friendly and initiates conversations. Michael's interest is with the computer and designing his own programs. He is highly motivated and will spend hours working on various programs. Michael will also work on multiplication, math word problems, and word attack skills on the computer. Michael has a high success rate on the computer and is not threatened by it.

Michael's eye contact has increased greatly. He is now able to have a conversation with his instructor and look at her directly. At times he still avoids eye contact. This is a signal to the instructor that Michael is having a problem with which he is unable to cope.

Mike now works hard when at class. His attendance has been perfect for the last 5 months. He still lacks realistic goals and needs constant affirmation from the instructor. Michael will spend approximately three hours per week working on computer programs. He is also able to work independently and follow through on a task until completion when it is one of his choosing.

Mike's grooming skills and overall appearance have improved. His hair is styled (short in the front and longer in the back). He is on a regular schedule to wash his hair every other day. He still refuses to take off the hat, but on two occasions the instructor was allowed to see him without it. Mike has also spent money on new clothes that he has been washing on a regular basis. He has been wearing seasonally appropriate clothes. Michael did buy the staff Christmas gifts, which he shopped for on his own. His alcohol problem has decreased greatly. While social interactions with staff have improved, Mike still exhibits socially inappropriate, unfriendly, and even cruel behavior when playing a formal game with a group of peers.

Comprehensive Transitional Employment and Services for Young Adults with Learning Disabilities

Director: Edith Issacki
University Park, PA
TI #215

I. **How would you describe the student/client at the time of referral? (Include general demographics, family and friendship structures, school and/or employment status.)**

Mr. D. was a 44-year-old learning disabled single parent with four children when he applied to STRIDE. He had been unemployed for eight years. During that time he had participated in several job training programs, but was unable to learn enough skills to obtain a job. He had been working toward his G.E.D., but had failed at his first attempt.

II. **What model program services did this student/client receive? (Include references to individualized plans, training, coordination efforts, and so on.)**

Mr. D. was given a vocational evaluation; an area of high interest and aptitude was food service. He enrolled in Project STRIDE and began training in September 1988. His ITP included services from Voc-Rehab, life coping skills sessions, job search and job keeping skills, resource help for shop theory and training in food service under the department's chef. Mr. D. also worked with the coordinator on his G.E.D. preparation. This was approved by DPA and the G.E.D. center to count towards hours required by DPA.

III. **How did this individual's life change as a result of your program? (Include references to academic, employment, residential, leisure, and social outcomes as appropriate.)**

In May of the school year Mr. D. once again took his G.E.D. exam with the adaptations allowed. This time he was successful. In August, Mr. D. was placed by our placement counselor as a utility man in the kitchen of a local branch of an international hotel chain. He has been working there over five months and has perfect evaluations. He is evaluated every month by our Co-op staff and his supervisor and they report he is very work-oriented, developing new skills, and available for overtime, some weeks putting in over 60 hours per week. His self-esteem has improved noticeably, and he is well liked by both co-workers and supervisors.

Project HAPPEN
Director: Connie Dalke
Whitewater, WI
TI #169

I. **How would you describe the student/client at the time of referral? (Include general demographics, family and friendship structures, school and/or employment status.)**

Carol is an eleventh grade student and has been identified as having a learning disability. She is enrolled in a special education class in a large metropolitan high school. The school is located along the shores of Lake Michigan in an affluent suburb. The majority of the students in Carol's graduating class chose a four-year college as their postsecondary choice. As a volunteer at a local day care center, she has always wanted to work with disadvantaged children. Carol is functioning three grades below average in reading and two grades below average in math. She earned C/D grades in mainstream classes in ninth and tenth grades. She earned B/C grades in all child development courses. Carol is a shy, modest girl of average appearance. She stays much to herself with only a few friends. She was encouraged to participate in program activities by her parents and special education instructors. At first she declined because she felt she could not contribute, but then decided to participate.

II. **What model program services did this student/client receive? (Include references to individualized plans, training, coordination efforts, and so on.)**

From test scores, interviews, and observations, it appears that Carol is a visual learner. When questioned in class using visual clues she seems to understand the material. However, this understanding does not come through during class discussions. During personal counseling sessions, she gave many obvious clues to her problem. She said that she remembered material best when she could see it on paper or on the chalkboard. Also, she said she understood more after seeing an outline of the lecture material while she was taking notes. Like many students with learning disabilities, Carol has learned to cope fairly well in the shelter of the special education room. She has done fair in high school primarily because the majority of her instructors taught using the outline/lecture method. In her biology class she saw the lecture without an outline, an obstacle that she could not overcome since the class involved many lectures on technical material. The success of the student depended upon the ability to ask for assistance during the class lectures. Carol is a quiet girl and hesitant to approach the instructor with her problems. This shyness, along with her auditory comprehension problems, has caused her test scores in biology to be in the failing range.

III. **How did this individual's life change as a result of your program? (Include references to academic, employment, residential, leisure, and social outcomes as appropriate.)**

Training in the area of self-advocacy encouraged interchange between Carol and her biology instructor. The first technique was to get her involved in numerous activities that would help her understand her strengths and weaknesses. These activities included an inventory of her preferred learning style, a thorough investigation of her cumulative folder, and training in appropriate advocacy behaviors. Additional activities that were successful included a three-day training in transition and numerous presentations on her self-assessment data. After self-assessment information became internalized, she initiated a meeting with her biology instructor. She said she was a visual learner and that she would appreciate outlines on the board or copies of lecture notes prior to class. The biology instructor immediately spoke to the special education instructor about modifications in delivering content to all of the students. Carol's attitude, personality, and behavior have changed drastically over the past three years. She has improved her reading, math, and other course grades. She and her family are looking at more realistic options for her after she graduates. She says that program activities have helped her realize where she is so she can know where she is going.

Enhancing Vocational Possibilities for College Students with Learning Disabilities

Director: Craig Michaels
Albertson, NY
TI #161

I. **How would you describe the student/client at the time of referral? (Include general demographics, family and friendship structures, school and/or employment status.)**

This young man comes from an intact family with a total of four children. He stated that his father had worked as an assistant principal in a parochial school but resigned due to problems within the school. This young man feels that his father took a lower level job and he states that he wants to do something with his life, "not like my father." The young man had few friends while at college, preferring to go to class and leave right away for his part-time job. At the time of referral this young man was experiencing difficulty in his major courses at a city community college. Although there were training programs available in his major area of interest, electronics, he stated that he had to stay in college in order to make something of his life.

II. **What model program services did this student/client receive? (Include references to individualized plans, training, coordination efforts, and so on.)**

This student met individually with a learning disability specialist for one hour per week. While working with this counselor he took a career interest inventory and participated in guided career exploration. During the sessions the counselor brought up the option of a training program and suggested a tour of some facilities in order to get a better idea of what they were all about. After many meetings with this counselor and often meeting with the Director of Disabled Student Services at the college, the student finally agreed to meet with a state VR counselor.

III. **How did this individual's life change as a result of your program? (Include references to academic, employment, residential, leisure, and social outcomes as appropriate.**

As a result of the services the student received through our program this young man finally came to the realization that he had an alternative to college. He has completed his diagnostic vocational evaluation and is scheduled to begin training in electronic technology within the next few weeks. While in the training program he will receive remediation in reading and math as they relate to his field. He stated to his counselor that he is happy he made this decision and his parents support what he is doing. He seems more relaxed and had made a few friends at the center while involved in his vocational evaluation. Once he has completed the training program he will have assistance in seeking employment. He has said that he looks forward to being employed and being successful.

A Demonstration Project for Teaching Entry Level Job Skills to Handicapped Youth by Employing Co-Workers

Director: Rita Curl
Logan, UT
TI #212

I. **How would you describe the student/client at the time of referral? (Include general demographics, family and friendship structures, school and/or employment status.)**

Marge was 18 years of age in November 1988 at the time that she learned about the project from a special education teacher. Marge had a WISC-R full-scale IQ score of 59; her verbal score was 62 and performance score was 64. Her auditory skills represent her greatest strength. She demonstrates the greatest difficulty with visual perception and reasoning. She received extensive language training due to a cousin's involvement in speech and language at Utah State University. She is taking afternoon classes at high school which focus on personal management skills. She will receive a diploma at the age of 22 or when school is considered to be no longer beneficial. Marge is living at home with her mother and father. (Her mother is possibly mentally retarded.) Marge's overall functioning is at the 8-year-old level.

II. **What model program services did this student/client receive? (Include references to individualized plans, training, coordination efforts, and so on.)**

Individualized Vocational Transition Plan conferences were held at her high school on three occasions with her special education teacher, the district psychologist, her cousin (a speech language specialist), one or more parents and a project staff member. Seven objectives were delineated under the goal of improving personal management skills. The IVTP includes additional goals for full time employment, medical and vacation benefits, health improvement (improved diet), and housing (independent living). The Social Prevocational Information Battery, Woodcock Johnson Part IV, and Culture Free Self-Esteem Inventory were completed by project staff members.

Marge was most interested in cleaning or in working with children. A job opened for a housekeeper on the University custodial crew. The supervisor of the cleaning crew was trained as the co-worker trainer. Marge started working 8 hours per day at $3.75. She later worked 10 hours a day, 4 days a week from 8:00 to 6:30. She was left alone to complete rooms for many hours at a time. She was compliant and wanted to please her supervisor and project staff members. She learned to follow instructions and work at a good pace. However, she pretended not to know how to do things unless instructed when a supervisor was present. Recurring difficulties included the learned helplessness that she demonstrated when someone was there who might pay additional attention to her. Her performance averaged about 97%. The Performance Questionnaires completed by a co-worker-supervisor showed above average scores of 5, Equal to Best Worker, by the time she was laid off.

After being laid off from the housekeeping job, Marge was employed by Arby's Restaurant. Another co-worker was trained by a project staff member. She is making $4/hr. and working 25 hours per week. She learned the job to normative performance standards within 9 working days. She will be given the opportunity to increase her job skills in cooking and increase the number of hours that she works. Her current performance rating is 98%. As of 11/3/89, more than 137 contacts have been made with or for Marge since her first involvement with the project.

III. **How did this individual's life change as a result of your program? (Include references to academic, employment, residential, leisure, and social outcomes as appropriate.)**

As a result of her involvement with the project, Marge is able to work outside the home in a competitive job, and earn and save money. The school has increased its teaching focus on self-management skills to prepare her for the time that she will be living independently. Her confidence is increasing as a result of working with a variety of people, and she does not demonstrate the learned helplessness that once was such a problem.

Transition from Community College to Employment

Director: Pat Hackett-Waters
Orlando, FL
TI #154

I. **How would you describe the student/client at the time of referral? (Include general demographics, family & friendship structures, school and/or employment status.)**

The CADD student can be 1) severely physically disabled, 2) chronically ill, and 3) orthopedically impaired. Some students, disabled for many years, have never held employment. Others, injured on their jobs, come to us from a non-professional world. Students range in age from 21 to 56, and are predominantly male. A few students are pursuing their drafting careers as an extension to their prior field (usually construction); others find a new desire to take on a new vocation that will allow them to use their abilities and become gainfully employed.

II. **What model program services did this student/client receive? (Include references to individualized plans, training, coordination efforts, and so on.)**

CADD is more than just technical training! Students are exposed to a Professional Socialization Curriculum through which three basic areas are addressed. These areas are: 1) Transition to Training, 2) Business Preparation, and 3) Transition to Employment. Speakers from outside are brought in to address these topics. Classes on financial planning, grooming, interpersonal skills, body language, resume writing, job search and leads, interviewing techniques, care management and many other subjects are offered to round out the professional training. Adaptive hardware and software are implemented to assure that a student will possess the technical skills and competitive edge needed to survive in the professional world. CADD provides a participating business with a well-rounded employee. The changes most students experience are phenomenal.

III. **How did this individual's life change as a result of your program? (Include references to academic, employment, residential, leisure, and social outcomes as appropriate.)**

The exposure to professionals and potential employers through the Business Advisory Council on a daily or weekly basis boosts the students' egos and confidence. Lifestyles are changed simply because of the associations made. The students find that "dressing for success" really works. A new attitude and a new confidence come about in the six months of in-classroom training.

At the end of internship, the student is placed in the new profession (CADD Technician). Sometimes for the first time in the trainee's life, he/she is employed and enjoying the benefits of full-time employment including health insurance.

The Total Impact Model: A Community College/Trade School Collaboration for Learning Disabled Young Adults

Director: Bert Flugman
New York, NY
T #159

I. **How would you describe the student/client at the time of referral? (Include general demographics, family and friendship structures, school and/or employment status.)**

Student F.E. is a male of Hispanic background who was 18 years old when he entered the program. His parents were divorced and he lived with his mother, who was a secretary, and his two sisters. He had been diagnosed as dyslexic. He had been in a special education program in high school, which he had left three years prior to program entry, without a diploma or certificate. Pre/post program academic scores were: TABE reading comprehension: 4.5/5.5; WRAT-R Math: 5B/9B; WRAT-R Spelling: Below 3/3E. Full scale IQ was 79. He had medical problems including severe headaches. He suffered from depression and insomnia, resulting in severe punctuality and attendance problems. Work experience prior to program entry included cleaning, stock and construction work. Absenteeism and poor punctuality affected job performance. He had spent long periods at home unoccupied. He had attended many reading programs, which had not helped him. He was in psychotherapy. Upon program entry he was sullen, uncommunicative and uncooperative.

II. **What model program services did this student/client receive? (Include references to individualized plans, training, coordination efforts, and so on.)**

He received all program components including: vocational training in the area of upholstery; interpersonal skills classes; basic reading, writing and math classes; individualized and small group tutoring in basic skills; and on-campus work-study. The project learning disabilities specialist worked with him in vocational training classes. In addition, he received individual counseling with the project counselor regarding issues affecting employment. Staff members worked intensively with him on punctuality and attendance issues. Various interventions were used including regular "checking in" with the counselor and contracts. Meetings were held with the student, his rehabilitation counselor, the learning specialist, and counselor to discuss these issues. Also, the project counselor had phone conversations with the psychotherapist (with the student's consent).

III. **How did this individual's life change as a result of your program? (Include references to academic, employment, residential, leisure, and social outcomes as appropriate.)**

F.E. became more open and communicative during the program, to the point where he became one of the most popular students and a group leader. His reading, writing, and math skills showed much improvement. However, when F.E. completed the program, his punctuality and attendance were still not adequate, although there had been much improvement. He was unable to attend interviews and could not be placed in a job. The counselor and learning specialist followed up regularly. Approximately 7 months after program completion, F.E. announced that he had found a job as an upholsterer through the newspaper ($4.00 per hour) and had been working successfully for several weeks. A recent follow-up indicated that he was still there and doing well after four months. The job started at 7:30 a.m. and he was arriving punctually. He was not experiencing any problems at work. While many of our students have demonstrated successful outcomes, F.E.'s success is striking because it was somewhat delayed.

Project Cloverleaf

Director: Bernard Minnis
Louisville, KY
TI #219

I. **How would you describe the student/client at the time of referral? (Include general demographics, family and friendship structures, school and/or employment status.)**

A 21-year-old white male with a learning disability and slight speech impediment. He had previously enrolled at Carl D. Perkins Rehabilitation Center where he received Certificates of Participation for food service and Vocational Adjustment. He is living with his mother who is divorced. Friendships with his peers were few and his self-esteem was low. He had recently been fired from janitorial work at a large hotel for tardiness and absenteeism.

II. **What model program services did this student/client receive? (Include references to individualized plans, training, coordination efforts, and so on.)**

He enrolled in Project Cloverleaf on 8/19/89. After an assessment which included a physical and psychological examination, Vocational Assessment, and Test of Adult Basic Education, he enrolled in an Adult Learning Center on 9-89 for remedial math and reading. He was trained in the use of mass transit and provided with bus tickets. Social/Employability skills training included resume writing, mock interviews, and discussions concerning appropriate conduct, and dress during job interviews. Clothing was provided for him by the PTA Clothing Center. Through guidance counseling and employability skills training coordinated by Project Cloverleaf's Case Manager, Carole Drewry, he reentered the job market.

III. **How did this individual's life change as a result of your program? (Include references to academic, employment, residential, leisure, and social outcomes as appropriate.)**

He completed an application for employment with a Louisville hospital and was granted an interview on 11-6-89. He was hired as a full-time employee in food preparation at $4.10 per hour. Through social skills training he developed friendships with other Project Cloverleaf participants, his self-esteem grew, and personal appearance and hygiene improved. He mastered the use of mass transit and is currently gainfully employed.

University Bound Learning Disabled Student Transition
Director: Gladys Tucker
Salt Lake City, UT
T #168

I. **How would you describe the student/client at the time of referral? (Include general demographics, family and friendship structures, school and/or employment status.)**

J was a high school senior transferring in from an inner city school which was being closed. He was from a divorced family and had separated himself from them and lived on the streets for the past few years. He had played high school football at his former school with little attention being given to his learning problems. He was "helped" through his academic classes to keep him eligible to play. When he transferred to the new school in the suburbs, he became start quarterback of the football team and his coach "took him under his wing" providing a home for him to live in and referring him to the special education teacher who happened to be a field-based consultant for the University Bound Learning Disabled Student Transition Project. J was barely passing his classes at the new school and failing some; he needed a great deal of support and tutoring to enable him to keep up with his peers.

II. **What model program services did this student/client receive? (Include references to individualized plans, training, coordination efforts, and so on.)**

J was tested for a learning disability through the project by Utah State Division of Rehabilitation Services Psychological Testing Unit. Although he had been served in resource classes as a youngster, there were no clear diagnostic records with which to plan an Individual Transition Program. The testing clearly showed that J had a learning disability in the Developmental Reading and Development Written Expression areas. He was placed in a collaborative teaching program which included a College Preparation, Learning Strategies class for which he received regular education credit. The curriculum and instructional materials for this class were provided by the project. J was in the class with 11 other students with learning disabilities who were college bound. He was placed in regular education classes which were part of the collaborative model. Peer tutors were arranged to assist him with his academic needs. The college prep class provided him with skills in time management, organization, self-advocacy, notetaking, and writing. J's grades improved within the first term of the program and he continued to make progress throughout the year. He was on the honor roll the last term of the year. J took the ACT with extended time and a reader and scored higher than average overall with discrepancies within the subtests due to his reading disability.

III. **How did this individual's life change as a result of your program? (Include references to academic, employment, residential, leisure, and social outcomes as appropriate.)**

J participated on student panels and television shows with Gladys Tucker, the project director. He became a spokesperson for black students from inner-city schools by making presentations, encouraging the students to remain in school and to advocate for themselves. A big write-up was done in the sports section of the Deseret News. J received a football scholarship to a junior college in the state. He found the rural setting very difficult to adjust to and came back to Salt Lake City, where he is now enrolled in the community college. He is being served as a client by Division of Rehabilitation Services who are providing tuition and living expenses for him. He has moved into an apartment with a brother and a friend. He plans on becoming a recreational leader so he can work with underserved youngsters and help them on the right path, away from drugs and on to a decent life.

A Demonstration Project to Teach LD Community College Students Remedial Mathematics

Director: Juliana Corn
Bayside, NY
TI #124

I. **How would you describe the student/client at the time of referral? (Include general demographics, family and friendship structures, school and/or employment status.)**

Jane Brown (pseudonym) was 19 1/2 years when she matriculated at the college. She was a student with documented learning disabilities who registered in remedial reading (lowest level below 6th grade), remedial writing (second level-between 6th and 8th grade) and remedial mathematics (lowest level-arithmetic and elementary algebra). She was referred by the Office of Disabled Student Services as being eligible for a special program to teach math to students with learning disabilities.

II. **What model program services did this student/client receive? (Include references to individualized plans, training, coordination efforts, and so on.)**

The student was registered in a special section of remedial mathematics and was part of a model project funded by OSERS. This class was limited to students with learning disabilities and was taught by a math teacher who received training from an LD specialist prior to the term. Alternative teaching strategies and classroom procedures were developed to meet the needs of these students. The course, which ordinarily took one term, was stretched to two terms to allow for more practice, feedback and spiral teaching. Each student received tutoring outside the classroom for one hour per week from specially trained peer tutors. The math teacher, LD specialist and peer tutors consulted with each other on a weekly basis, so as to deal with individual student needs and ongoing problems.

Other services of this project included: monthly workshops for the students on general coping strategies and adjustment to college; use of CAI math software; use of math videotapes developed by the project.

III. **How did this individual's life change as a result of your program? (Include references to academic, employment, residential, leisure, and social outcomes as appropriate.)**

Jane did very well in the special math class. She completed the course during the academic year 1986-87 and was able to register for a credit-bearing math course in fall 1987. This was a standard college-level course designed for liberal arts students (non-science majors). She received a "B" in the course. The following year, she also completed a course in astronomy with a grade of "B-". She was graduated with an associate-in-arts degree in August 1989. She is currently employed as a teacher's assistant in the city school system.

Learning Disabilities Consortium
Director: Bette Holley
Charlotte, NC
TI #164

I. **How would you describe the student/client at the time of referral? (Include general demographics, family and friendship structures, school and/or employment status.)**

At the time of referral, Laura was a somewhat reserved 20 year old who was attempting a full college course load without any support services. At the same time she was a part-time employee of a food store. Her G.P.A. was 2.5 with (W) withdrawals and (IR's) incompletes. An alert faculty math instructor referred her to Special Services. Laura reported that she had experienced difficulties in public schools but had had limited support, and she was unaware that she had a learning disability.

II. **What model program services did this student/client receive? (Include references to individualized plans, training, coordination efforts, and so on.)**

Following an intake interview by the LD Specialist, Laura was given a complete psychological evaluation which confirmed that she had a learning disability and average intelligence. As part of the Learning Disabilities Consortium, Laura and the LD Specialist developed an individualized action plan (IAP), and she received tutoring, counseling, study skills workshops such as test anxiety management and participated in a college weekend retreat to become a trained peer mentor. Laura became active in the peer support group on campus. The LD Specialist served as a liaison person for faculty members and assisted Laura in formulating transition plans to continue her education after she obtains her two-year community college degree.

III. **How did this individual's life change as a result of your program? (Include references to academic, employment, residential, leisure, and social outcomes as appropriate.)**

Laura has changed in many ways. She self-reports that she feels more positive about herself as she now understands why she has experienced difficulties in learning. This change is most reflected in Laura's desire to reach out to help others, express herself assertively and to advocate for awareness of learning disabilities. Laura has become a leader as a dynamic president of the campus peer support group. She has been given a promotion at her workplace reflecting her increased self-confidence. She has reassessed her career path and is presently taking a full college course load with support services with a current G.P.A. of 2.7 with no W's or IR's. She has accompanied the LD Specialist and spoken to parents and high school student groups about learning disabilities and college opportunities. She has contributed to the consortium by providing insight and suggestions which have been adopted that will in turn facilitate more college student participation. Faculty members have given positive comments about Laura's performance inside and outside of the classroom. Laura is considering a career in drama and teaching.

Center for Assistance and Training for the Handicapped

Director: Carolyn Allen
Orlando, FL
TI #210

I. **How would you describe the student/client at the time of referral? (Include general demographics, family and friendship structures, school and/or employment status.)**

The student is a white female, 21 years old and severely hearing impaired. This student, when referred to the program, was living in a single-parent household, which was not the ideal family condition. Due to her disability the student had limited friendships within the hearing world, mostly hearing boyfriends. Her academic high school work was at a 2.0 grade point average. Her employment status included babysitting and volunteer jobs. She was never employed in a "real" job and was collecting SSI.

II. **What model program services did this student/client receive? (Include references to individualized plans, training, coordination efforts and so on.)**

This student is a client of Vocational Rehabilitation, and we coordinated our activities with that agency counselor. We obtained the Work Evaluation done by V.R. and we administered the Career Assessment Inventory and the Myers-Briggs Personality Type Indicator. These assessments led to intensive career counseling, which confirmed her vocational goal of accounting. She was also counseled in Job Readiness Skills and a resume was prepared for her. She was enrolled in Valencia's Associate of Science degree in Accounting. This student also took advantage of Co-op placement component and was placed in a check-proofing department at a local bank. This Co-op placement led to permanent part-time employment with that bank. The Job Developer's follow-up with the employer helped to secure this position when the student experienced some personal problems.

III. **How did this individual's life change as a result of your program? (Include references to academic, employment, residential, leisure, and social outcomes as appropriate.)**

The student will graduate with her A.S. degree in Accounting in April of 1990. This is quite an accomplishment for her as she believed that a college degree was beyond her. The bank position is offering her financial stability and giving her experience. The bank is pleased with her performance and she is on track for advancement. This employment has also provided her with independence. She has moved into her own apartment and has purchased a car. Her social circle has expanded to include hearing employees as friends. This student now knows how to job seek independently and interview effectively.

Project IMPACT

Director: Kathy McKean
Cushing, OK
TI #218

I. **How would you describe the student/client at the time of referral? (Include general demographics, family and friendship structures, school and/or employment status.)**

"Debbie" was living with her mother and riding a bus to class each day when she entered our program. She is divorced and has two children, although only the younger lives with her. Her only source of income at that time was AFDC for the one child and a small welfare check monthly. She had a turbulent and antagonistic relationship with her mother and sister. She had low self-esteem and lacked self-confidence and independence, probably due--in great part--to her homelife. She experienced much difficulty with basic social skills and did not exhibit proper and acceptable behavior in her routine dealings with her peers and instructors. Her manner was impatience and she was often verbally abusive and aggressive. She appeared to garner virtually no friends nor companions during the first week or two in the program. She allowed her emotions to "rule" her behavior. She was tested in the low to low-average range, generally, and demonstrated an inability to concentrate for long periods of time.

II. **What model program services did this student/client receive? (Include references to individualized plans, training, coordination efforts, and so on.)**

Debbie received various model program services: mastery of basic computation operations in mathematics, reading vocabulary & comprehension, social & survival skills, computer and keyboarding skills, and pre-employment skills and counseling. An Individualized Education Plan (IEP) was written for her. She was periodically involved in individual and group counseling sessions. Initially, she was interested in pursuing a career in data entry and nursing. With regard to her apparent abilities and realistic training, she was counseled and encouraged to enter the Allied Health program. She was in the program for six (6) months and completed it successfully. Each week, she spent a minimum of four (4) hours in the Adult Resource Center (ARC) which provided her with intense, individualized assistance in basic academic areas and material related to the Allied Health program.

III. **How did this individual's life change as a result of your program? (Include references to academic, employment, residential, leisure, and social outcomes as appropriate.)**

After six (6) months in our program, Debbie advanced two (2) grade levels in math and three years, 4 months (3.4) in reading. Her self-confidence and patience in her work improved greatly. She became much more conscientious and diligent in pursuing her goals. It appeared that, if an employer were understanding and cooperative, she would make a good employee. In fact, after a few months in our program, she acquired a part-time job as housekeeper in a nursing center; after completing her training in Allied Health, she was added full-time at that location and was given nurse-aide and basic recordkeeping duties and responsibilities. Her social behavior and her professional appearance improved dramatically while in the program. She was mainstreamed in the Allied Health program, which proved to be a major factor in her improvement.

Salish Kootenai College Handicapped Student Support Services Project

Director: Gerald Slater
Pablo, MT
TI #243

I. How would you describe the student/client at the time of referral? (Include general demographics, family and friendship structures, school and/or employment status.)

The student is a 27-year-old single mother of 4 children (2 of whom reside with her). She resides in a small rural town and works full-time as a milker for 2 dairy farms in the early morning and evenings. She is a 3rd quarter, full-time student attending a 2-year tribal college (she is nontribal). She is currently a general studies major.

She reports dyslexic problems including turning numbers and letters around, copying words and numbers incorrectly, and writing difficulties (punctuation, spelling). She reported that although she had much difficulty in elementary school and high school, she was never diagnosed or given any special help for her problem. She is a very gifted writer with a unique style. She is currently attempting to get several of her works published.

II. What model program services did this student/client receive? (Include references to individualized plans, training, coordination efforts, and so on.)

An individual education plan has been developed with the student. Current services being provided include: equipment loan (spell checker, tape recorder), proofing and editing of some of her English compositions, tutoring in Biology and English Composition. We have also provided her with colored overlays which she reports make numbers and words clearer to her. In a basic math class, multiplication tables and flash cards have been provided to her. She reports all assistance as having been helpful.

Testing is being planned for early this next quarter. We are hoping to further assess specific problem areas and identify best learning channels. Some vocational testing and counseling are also being planned, as she is unsure of career direction as this time.

III. How did this individual's life change as a result of your program? (Include references to academic, employment, residential, leisure, and social outcomes as appropriate.)

The student passed all of her second quarter classes, receiving a 3.76 grade point average. She reports having gained self-confidence from her 1st quarters of college. She has indicated that she is doing much better than she ever did in high school. She reports having made several friends and feels very comfortable in the college setting. She hopes to eventually continue on to a 4 year college and receive at least her bachelor's degree.

She plans to continue working full-time as a milker in order to support her family and her training.

A Model to Deliver Employment-Related Training and Services to Persons with Learning Disabilities in North Carolina

Director: Costas Boukouvalas
Charlotte, NC
TI # 247

I. **How would you describe the student/client at the time of referral? (Include general demographics, family and friendship structures, school and/or employment status.)**

Billy had dropped out of high school in the tenth grade. Before he quit Billy had very few friends since several times his teachers indicated in class, "there is something wrong with Billy's brain; that is why he cannot learn." Later, Billy made new friends, most of them much older. Billy and his "after high school" friends engaged in high risk behavior and in most situations Billy assumed the riskier parts of those behaviors.

Billy was employed as a dishwasher and was spending most of his income to improve his automobile.

His family and especially his mother were not happy when he quit high school and kept encouraging him to return to school. His mother contacted the project coordinator and requested help.

II. **What model program services did this student/client receive? (Include references to individualized plans, training, coordination efforts, and so on.)**

Billy came to the project office with his mother to get information, but initially did not express any interest to return. Three weeks later Billy called the project director for an appointment.

During this appointment Billy expressed an interest in returning to school and working hard to receive an adult high school diploma offered at the College. Although he was interested in returning, Billy made it very clear that he will not go into class with other students. He would return if we taught him individually and outside the class. After Billy related all the horrible high school class experiences, the project director decided to set up an individualized tutorial program.

When Billy was tested, he showed that he could not read first grade material and could not write even the simplest words. During his tutorial program he demonstrated great interest and had perfect attendance. It became apparent how much Billy hated the classroom when the tutor started using the blackboard. Billy became restless, his attention span and comprehension diminished. When asked why he was uncomfortable, Billy indicated that he hated the blackboard and it reminded him of his previous high school experiences.

III. **How did this individual's life change as a result of your program? (Include references to academic, employment, residential, leisure, and social outcomes as appropriate.)**

Within three months of tutoring at approximately one hour a day Billy was reading fifth grade materials with little difficulty. Later Billy was assigned to a math tutor and within three months he completed arithmetic and was ready to handle algebra.

At the end of the six months Billy had improved his reading and math but most of all he was excited about school and requested career counseling. Very soon Billy will enroll in regular vocational classes and at the same time continue his adult high school completion program.

Billy has very little contact with his previous friends, and his risk behavior has been cut to a minimum.

The project staff believe that Billy will complete the adult high school program and then enroll into the automotive body repair or automotive mechanics program and successfully complete it, leading to successful employment.

This could not be possible without the project's flexibility and the ability to provide individualized assistance.

Project Test-CORE
Co-Directors: Jack Humbert/William Weiner
Kalamazoo, MI
TI #216

I. **How would you describe the student/client at the time of referral? (Include general demographics, family and friendship structures, school and/or employment status.)**

A twenty-year-old female student was referred to our project last year. She came from an overprotective family and had graduated from a school for blind students. She had never been employed and had few, if any, independent living skills. Her social skills were also extremely limited.

II. **What model program services did this student/client receive? (Include references to individualized plans, training, coordination efforts, and so on.)**

This student received individualized vocational training in clerical/ receptionist skills, daily living skills, and orientation and mobility skills. She also learned to use adapted computer equipment and how to make modifications to a work environment to meet her needs. She participated in two work experiences as a receptionist and switchboard operator. One of these was within the vocational center and the other within the community. She received job coaching in each work situation.

III. **How did this individual's life change as a result of your program? (Include references to academic, employment, residential, leisure, and social outcomes as appropriate.)**

This individual has made significant progress in every area. She is doing well academically, especially becoming responsible for her own learning and less dependent on instructors. She has demonstrated ability and eagerness on a job situation. She has learned to live independently in her own apartment and travel on public transportation to school and for other needs. She interacts well with other students socially and regularly participates in a sport with them. Overall, her confidence in herself has improved and her potential is great.

I believe the project has really had a great impact on her life.

Transitional Assistance for Postsecondary Students (T.A.P.S.)

Director: Marshall Mitchell
Amarillo, TX
TI #167

I. **How would you describe the student/client at the time of referral? (Include general demographics, family and friendship structures, school and/or employment status.)**

Matt was diagnosed in elementary school as an L.D. student with average intelligence. He had individual strengths in common sense and visual sequencing. His weaknesses present in visual perception and visual motor skills. He was on Dilantin for petit mal seizures for the last 5 years. He reported being in a car accident at 3 years of age, which may be the cause of the seizures. Matt was the youngest of 3 boys. He resided with his natural mother. His brothers were no longer in the home, and his stepfather had recently died. Matt had few friends because of his extreme shyness. He spent much of his time caring for his mother's needs or repairing cars. His school history reflected predominantly resource classes with few mainstream classes. His academics reflected deficits in reading, spelling, and math computation. Upon entering college, Matt was not employed.

II. **What model program services did this student/client receive? (Include references to individualized plans, training, coordination efforts, and so on.)**

Matt was enrolled in a three-stage model program designed for the moderately to severely learning disabled student. This program is highly structured with closely monitored courses and services. In each stage, Matt was further mainstreamed, and his courses and services were more individualized. His accommodations included: use of a tape recorder in the classroom, time extensions on tests, use of a notetaker, peer tutoring, tests taken in an isolated area, written work completed on the computer, and frequent instructor communication both orally and written. In STAGE I, he carried 11 hours in developmental courses directed toward personal development, study skills, utilizing resources, socialization, communication, life skills, and developmental reading. He was required to be in class or lab 4-6 hours a day, 5 days a week. In addition, weekly scheduled appointments were kept with the learning specialists for professional tutoring and updating his transitional plan. Grade check sheets were reviewed twice a month from each instructor. In STAGES II and III, Matt was enrolled in classes stressing career choices and job skills. He began to enroll in regular academic classes, using his modifications and peer tutors as needed. He still kept appointments with the learning specialists, but on a less-frequent basis.

III. **How did this individual's life change as a result of your program? (Include references to academic, employment, residential, leisure, and social outcomes as appropriate.)**

We observed significant progress with Matt over a 2 1/2 year period. Academically, he will receive a Certificate of Completion in Diesel Mechanics in May 1990. For two years his GPA has been 2.0 or better. He is presently employed full-time as a diesel mechanic supporting his wife and child. Matt began dating in our program and married during the past year. He has a 2-month-old daughter. Matt has made great strides emotionally and socially as observed by our staff. He seems to be a good parent, and his family is able to live independently of his mother. Matt has also received the award for "Outstanding Diesel Mechanic" during his first year in his certificate program. Matt truly has demonstrated great changes in his life as a result of our transitional services.

Handicapped Access to Vocational Program and Job Placement
Co-Directors: Paula Grigsby/Bud Fredericks
Albany, OR
TI #220

I. **How would you describe the student/client at the time of referral? (Include general demographics, family and friendship structures, school and/or employment status.)**

At the time of his referral to the transition project, Charlie was an unemployed father of five children. His mild learning problem prohibited him from obtaining the placement scores necessary for entrance into a college vocational program.

II. **What model program services did this student/client receive? (Include references to individualized plans, training, coordination efforts, and so on.)**

Charlie entered the LBCC Vocational Access Program. He applied for and received financial aid. His employment counselor provided him with some additional financial assistance. Charlie began Refrigeration/Heating/Air Conditioning classes in the fall of 1989. He planned to attend school for one year, but his instructor invited him to complete the full two-year training program.

The Vocational Access Project has provided Charlie with tutorial services, notetakers, and auxiliary aids. Most important, the project staff advocated and maintained contact with Charlie's vocational instructors. They also provided a support system for Charlie.

III. **How did this individual's life change as a result of your program? (Include references to academic, employment, residential, leisure, and social outcomes as appropriate.)**

When Charlie entered the Vocational Access Project, he progressed through his vocational courses with ease. He has carried a full-time class load and has been on the honor roll twice. Charlie is now confident that he will find a job that will support his family. He has already purchased tools and equipment that he will need in his trade.

Charlie's wife is now enrolled in a GED class and works part-time at the college. Charlie is also employed by the college as a work study student.

Project Access

Director: Patricia Kercher
Great Falls, MT
TI #157

I. How would you describe the student/client at the time of referral? (Include general demographics, family and friendship structures, school and/or employment status.)

At the time of referral, Debbie was a visually impaired, 37-year-old woman who was married and had three children. She attended one year of college and held offices in several organizations, including the North Dakota Association for the Blind, and Ski for Light Program.

Debbie and her husband are currently stationed at Malmstrom Air Force Base after having moved to Great Falls from Minot, North Dakota. They purchased a house within walking distance of the Center in order to ensure that Debbie would be able to attend classes. Debbie is working with the State Vocational Rehabilitation Service, but is currently attending school on a part-time basis and therefore is paying for her own classes.

Debbie's visual problem is one in which her sight will continue to deteriorate over a period of time. She can anticipate that sometime in the future she will lose all visual capabilities. Debbie is a very capable individual who puts maximum effort into any endeavor she undertakes. Although she admittedly is still having difficulty adjusting to her deteriorating vision and is uncertain regarding a career direction or goal, she has a very positive outlook and is not easily discouraged.

II. What model program services did this student/client receive? (Include references to individualized plans, training, coordination efforts, and so on.)

Debbie was very interested in the Business Management program at the Great Falls Vocational-Technical Center. In conjunction with this, she had a strong desire to become proficient in the use of computers. Her vision problem necessitated that textbooks be converted to audio tapes as well as the availability of large print or voice synthesis peripherals in order to access computers and other information handling systems. Through Project Access, the Center is utilizing its volunteer network to produce necessary audio tapes and has purchased the VTEK, a viewing system for individuals who need maximum magnification via an extra large display screen with magnification of print based materials 4 to 60 times the original size. In addition and as a component to this system, the VTEK DP11 was purchased to allow for computer-access via a Large Print Display Processor which enlarges computer display 2 to 16 times in solid characters. Other support services which are provided include readers, notetakers, and taped textbooks. Currently, the Center is utilizing a state service which produces Computerized Textbooks for the Blind to further expand its support services. In order to maximize the Center's efforts to meet Debbie's needs, it was very important to coordinate with faculty members, admissions counselors, and volunteers to ensure institutional barriers to a quality education were minimized.

III. How did this individual's life change as a result of your program? (Include references to academic, employment, residential, leisure, and social outcomes as appropriate.)

In order to determine the career which would be appropriate for Debbie, it has been of great value for her to be able to experience the demands of a number of tasks which would be expected in a variety of job situations. Debbie reports she has learned a great deal regarding her capabilities and her success has increased her self-confidence in her ability to succeed at the postsecondary level. She will continue to explore possible career goals in the areas of computer programmer, medical records administrator, and social work/counseling. Debbie, Project Staff, and State Visual Services personnel will coordinate efforts to analyze the identified jobs to determine their viability as employment options and the opportunity to modify them to maximize Debbie's independence. Because of the services of Project Access, Debbie is now in transition from full-time homemaker to the anticipation of a challenging career as well as the challenges of a family. Her new-found confidence is apparent and evidenced in her daily discussions of plans for the future, which she now faces with renewed optimism.

Model Program For Referral and Training of Adult LD Students

Director: Bill Richards
Denver, CO
TI #151

I. **How would you describe the student/client at the time of referral? (Include general demographics, family and friendship structures, school and/or employment status.)**

Donald is a married, unemployed, white male. At age 37 he enrolled in the Community College of Denver, majoring in Industrial Technical Administration. Donald was referred to the Special Learning Support Program on April 1, 1988 for assessment of a learning disability in written language. At that time Donald was socially withdrawn and confused about the nature of his learning problems.

II. **What model program services did this student/client receive? (Include references to individualized plans, training, coordination efforts, and so on.)**

Donald was enrolled in Psychology 095, a lab for skill development and learning assessment. He also completed Spelling Strategies I and II courses. These courses develop techniques to improve spelling strategies and to increase basic spelling skills. Course content includes structured word analysis, rule analysis, and word attack skills for words not governed by rules. Donald was also enrolled in Job Placement services which included resume writing, job search strategies, and interview techniques.

III. **How did this individual's life change as a result of your program? (Include references to academic, employment, residential, leisure, and social outcomes as appropriate.)**

This student became a strong advocate for himself and for the Special Learning Support Program. As a member of a panel of LD students, Donald shared his life and educational experiences with faculty and staff members from the Community College of Denver, Metropolitan State College, and the University of Colorado at Denver. This panel was part of a grant project to promote awareness and understanding of the academic needs of learning disabled college students. He also participated in a video production of LD students, which is currently used in workshops for faculty and staff, and in recruiting potential students from high schools and community agencies. Donald stated "that he had finally found a place that could help me learn how to spell." After his graduation, Donald was employed by a local manufacturing firm and has become a consistent referral source of adults and students interested in the Special Learning Support Program at the Community College of Denver.

Competition 84.158C

Secondary Education and Transitional Services for Handicapped Youth:
Models for Planning and Implementation of Transitional Services

Project Score
Director: Duane Gagnon
Dewey, AZ
TI #138

I. **How would you describe the student/client at the time of referral? (Include general demographics, family and friendship structures, school and/or employment status.)**

At the time of referral, Bob was receiving special education services at the high school. He was dually diagnosed as Educable Mentally Handicapped (EMH) and Learning Disabled (LD). Bob was 16, a freshman, and came from a large family. Neither mother nor father work regularly; their primary source of income is through Social Security payments. Up to referral, Bob had worked the typical odd jobs for family and friends--yard work, babysitting, house cleaning, learning to cook. He did not possess any definable job skills or training, but showed a strong willingness to work. In terms of maturity and friendships, it was observed that Bob was socially immature for his age and peer group, and friendships were primarily superficial; however, he seemed well-liked by both peers and adults.

II. **What model program services did this student/client receive? (Include references to individualized plans, training, coordination efforts, and so on.)**

Bob received the following model program components:

Work experience placement services (including interest assessment, job referrals, work behavior, and skills advisement and counseling).

Job monitoring and evaluation of performance on the job (this was done on a monthly basis through structured evaluation and in-person visits with his employer and Job Supervisor) followed by direct feedback to Bob from the Work Experience Coordinator.

In terms of coordination efforts and community linkages, Bob's first job through this program was obtained with the help of JTPA. He was placed at a local area restaurant as dishwasher/busboy. He was funded under JTPA's Exemplary Youth Program, known as Youth Tryout. His salary was paid for the first 250 hours of employment by JTPA, after which he was paid directly by his employer. Bob maintained this job for approximately 7 months. This first employment situation was a valued learning experience for him, plus it established him as a successful and productive worker.

III. **How did this individual's life change as a result of your program? (Include references to academic, employment, residential, leisure, and social outcomes as appropriate.)**

As mentioned above, this first employment experience did a lot in terms of helping Bob to establish himself as a successful and productive worker. After leaving this job at summer's end to return to school, it was apparent that Bob liked working. He immediately sought out the Work Experience Coordinator to see about finding other employment for the school year. He was placed in the high school cafeteria as a food service worker for the daily lunch period, where he has done very well. In addition, he also wanted an after-school job, and with the help of the Coordinator, was successful in finding a 20 hour/week job at Arby's in December, 1989. His work experiences, so far, have been very beneficial to him. There is a noticeable improvement in his maturity and relations with peers. He expresses his content with working, saying he likes it a lot. To some degree Bob is beginning to develop more awareness of the job world, but now will need direction in terms of actual goal development and career planning. His parents are very supportive of Bob's working and do everything to help him obtain clothes and transportation necessary for work. They help him with saving his money and advise him on how to spend it wisely. Academically, Bob does about as well as expected with his studies with work being neither an incentive nor disincentive.

Project CCTM: Continuous Comprehensive Transition Model

Co-Directors: Betsy Bounds/Nancy Harden
Tucson, AZ
TI #134

I. **How would you describe the student/client at the time of referral? (Include general demographics, family and friendship structures, school and/or employment status.)**

B.J., a male, Caucasian, LD Resource student, living with his mother, was attending a local mainstream high school with little success at the time we met in the spring of 1988. He was 18 years old with few high school credits, low frustration tolerance, and little respect for authority figures or school structure. He was able to seek employment, yet could not successfully maintain the placement for longer than two weeks.

II. **What model program services did this student/client receive? (Include references to individualized plans, training, coordination efforts, and so on.)**

B. J. became involved with the Special Education Vocational Program and Project Activity personnel in the Spring of 1987 via the job developer, vocational evaluation, vocational counselor and placement in community work sites. He worked at a local sport store selling and stocking athletic shoes and was paid by JTPA funds. He needed close supervision and support follow-up in the area of social skills and work habits training. The team of transition personnel coordinated with his parent and special education teachers to work on vocational skills development in school and follow through to community resources and job sites. His out-of-school psychologist was also involved with planning. The coordinated team effort proved successful. B. J. is presently graduating this January and will be transitioned to PCEdge, a locally and federally funded project that will work to raise academic skill levels for further postsecondary training. He will remain a thirteenth year student receiving follow-up, counseling, and placement services from Project Activity.

III. **How did this individual's life change as a result of your program? (Include references to academic, employment, residential, leisure, and social outcomes as appropriate.)**

B. J. became less emotionally reactive this past year as a direct result of his positive transitional planning experiences. His plan to become involved with PCEdge this coming year and his willingness to work with the vocational counselor and job developer to establish better work behaviors and attitudes has proven successful for him. He now deals with the world in a more positive manner and gets better response in kind. He had difficulty passing his written driver's state permit test, but with the tutoring assistance by various school personnel, he passed the oral test (after three written attempts) by reading the test and answering the questions aloud to the State Examiner. His confidence level has risen to a great degree so that he now accepts assistance from special education personnel due to his positive involvement with the program.

Project CCTM: Continuous Comprehensive Transition Model
Co-Directors: Betsy Bounds/Nancy Harden
Tucson, AZ
TI #134

I. How would you describe the student/client at the time of referral? (Include general demographics, family and friendship structures, school and/or employment status.)

During his final year of high school, D presented himself as a "chollo." His dress was that of a street member; he had long hair that he wore in a hair net. D lived with his mother and father in a lower class, Hispanic neighborhood. He was well liked by his peers and was affectionately nicknamed "Tubby." At mid semester, D's girlfriend became pregnant. D attended special education classes and worked on a part time basis. D is now a parent and visits with his child on a daily basis. Both D and his girlfriend live with their own parents.

II. What model program services did this student/client receive? (Include references to individualized plans, training, coordination efforts, and so on.)

Job development and counseling support services were provided to D on a regular basis. Job development services assisted D in obtaining a job at Davis-Monthan Air Force Base as a janitor. Funding ran out for this job position but D was doing such a fine job that personnel created another job for him. Through the stay-in-school program, D obtained a clerical job working on base inventory. Follow-up services were provided on an ongoing basis by the job developer. D had IEPs developed in the vocational counseling and occupational training area. These were monitored and followed throughout the school year. In addition, D took a welding class at the community college during his last year of high school. D is now taking business and general education classes.

III. How did this individual's life change as a result of your program? (Include references to academic, employment, residential, leisure, and social outcomes as appropriate.)

D's life has changed as a result of his successful transition from school to work. His personal appearance has changed quite a bit. His dress is more professional and he has cut his hair to a shorter length. D's emphasis was initially in the vocational area. Due to his early exposure to junior college in high school and a supportive job that let him try white collar jobs, D's future educational and career interest is now focused on business and educational courses. D has a good future as a civil service worker with the military. His future is secure with decent pay and excellent benefits. D is also fortunate to have a supportive staff who like him. The staff even organized a baby shower for D and his girlfriend. Support is still available to D from the vocational counselor and job developer. All he has to do is pick up the phone and assistance is available.

Project CCTM: Continuous Comprehensive Transition Model

Co-Directors: Betsy Bounds/Nancy Harden
Tucson, AZ
TI #134

I. **How would you describe the student/client at the time of referral? (Include general demographics, family and friendship structures, school and/or employment status.)**

Robert was referred to me at age 16 by the Special Education Chairperson. He was not working at the time, but the department felt he would need counseling before he would be ready for employment. Robert is Caucasian and is EH handicapped. He is a tall, well-built young man who had been displaying aggressive behavior in his emotionally handicapped classroom. This was escalating at the time I met him due to his father's death only months before. His mother, a deaf woman with Lupus and heart problems, was also unstable after her husband's death and had threatened suicide. Robert did not have any friends at the time and rarely interacted with classmates.

II. **What model program services did this student/client receive? (Include references to individualized plans, training, coordination efforts, and so on.)**

Robert was not ready for a competitive placement at the time of referral, but could not qualify for work adjustment services based on his academic and performance level. Robert was able to secure a position as a dock worker at a local rehabilitation facility funded by Job Training Partnership (JTPA) monies. This was a more "creative" use of the JTPA youth money that provides an opportunity for students age 16-21 to work while at the same time giving the employer incentive money to initially train the student. At the end of Robert's 180-hour contract, the rehabilitation facility chose to keep him on as a regular employee. Unfortunately, Robert's attendance became sporadic, and he was terminated after one year.

III. **How did this individual's life change as a result of your program? (Include references to academic, employment, residential, leisure, and social outcomes as appropriate.)**

In Robert's senior year, three months after his termination, he again expressed interest in working. He was placed by our job developer as a courtesy clerk in a grocery store, but lost the job after two weeks. Knowing of Robert's interest in the Air Force, I placed him in a federally sponsored Stay-in-School position on Davis-Monthan Air Force Base. He went to school for two hours during the day and then took the bus to work. He maintained the officers' vehicles and helicopters, and even began doing flight schedules and answering radio calls. His confidence was evident in his ability to begin making friends at school and even joke with military personnel. He played on the squadron softball team and was a part of all of their picnics and social gatherings. Robert even gave an interview which was incorporated into an informational video we give to potential employers. Robert often stutters when in a stressful situation but spoke in front of the camera in a calm, even tone. His school nonattendance dropped dramatically, and he became the first emotionally handicapped student to graduate from his high school. In December of 1989, he began basic training in the United States Marine Corps.

Secondary Education Transition Model

Director: Elnora Gilfoyle
Ft. Collins, CO
TI #184

I. **How would you describe the student/client at the time of referral? (Include general demographics, family and friendship structures, school and/or employment status.)**

The student described in this case study was one of the first students in the northeastern corner of Colorado to have a transition plan incorporated into his Individualized Educational Program (IEP) plan. The young man is severely physically challenged, with additional visual and cognitive disabilities. He is a friendly, cheerful young man with parents who are very concerned about his future, and are seeking knowledge and empowerment to ensure a positive future for their son. At the beginning of the Secondary Education Transition Model Project, the student was in his sophomore year. He had recently come from a school district which had kept him in a very confined and segregated school setting.

II. **What model program services did this student/client receive? (Include references to individualized plans, training, coordination efforts, and so on.)**

Through the program the student participated in at his new high school, and through his involvement in transition planning, the student received a combination of mainstreamed and community-based educational experiences. These included several successful school year and summer job placements. In addition, early contact and coordination was undertaken with adult service providers, who became acquainted with the student's long-term goals of living in an apartment with supports, and being employed in the community. The service providers in the community also became aware of the student's complicated transportation needs as he attempts to access the community independently. The primary teacher became the transition coordinator, facilitating transition planning and interagency coordination.

III. **How did this individual's life change as a result of your program? (Include references to academic, employment, residential, leisure, and social outcomes as appropriate.)**

The student, who is 18, recently had his annual IETP meeting. At the meeting it was determined that he will stay in school at least one more year. He will be taking courses at the local university and through House Bill 12-44, will continue employment with the local Rehabilitation Agency initiating services while he is still in school. When the student leaves the school system, the local Developmental Disabilities system has committed to serve him with individualized supported employment services in the community. In addition, he is high on the waiting list for a supported apartment. There will be no lag time in services for this young man when he leaves school, and the services will address his needs and personal goals. Three years ago he would have been considered a strong candidate for a sheltered workshop and for living at home. Through transition planning he, his family, the educators, and the service providers have been able to articulate his dreams and make them a reality.

Life LAB
Director: B. J. Schenck
Gainesville, FL
TI # 186

I. **How would you describe the student/client at the time of referral? (Include general demographics, family and friendship structures, school and/or employment status.)**

"Susie" was an 11th grade student in an ESE program seeking a special diploma. She lived with her natural father and stepmother, but was often farmed out to her elderly grandparents. An aunt from out-of-state called her teacher seeking help in moving "Susie" from her present home (abuse was suspected) and also to find out what long term arrangements could be made for "Susie."

II. **What model program services did this student/client receive? (Include references to individualized plans, training, coordination efforts, and so on.)**

A Transition Conference was held involving "Susie's" aunt, teacher, a Vocational Rehabilitation counselor, and Developmental Services counselor. "Susie" was referred to each of these agencies and met their acceptance criteria. She was placed in a foster home and began an on-the-job training program at her school.

III. **How did this individual's life change as a result of your program? (Include references to academic, employment, residential, leisure, and social outcomes as appropriate.)**

"Susie" is very happy in her new home and loves her new "Mom" and "sisters." She has received new glasses from Vocational Rehabilitation. Recently she expressed an interest in working with young children. Consequently, her job placement has been changed to a day care center and she is receiving certification training and auditing two other classes at the Community College. Vocational Rehabilitation has paid for her tuition and books, while the school system has contracted with a paraprofessional to assist her in her course work. "Susie" takes great pride in her new course work and is working hard toward her career goal. She has become much more confident and independent.

Connecticut Transition Institute
Director: Lucinda Gerson
Hebron, CT
TI #185

I. **How would you describe the student/client at the time of referral? (Include general demographics, family and friendship structures, school and/or employment status.)**

The student we chose for the individual profile is an 18 year old female, living at home in an urban area. The student had minimal social skills. At the time of referral, she was working in a discount store, where she was unhappy.

II. **What model program services did this student/client receive? (Include references to individualized plans, training, coordination efforts, and so on.)**

This student received a full vocational evaluation resulting in recommendations for future job compatibility as well as job interests. An individualized plan was developed including job shadowing, job exploration, job training and employment. The transition coordinator coordinated all experiences and supported the student as well as her employers.

III. **How did this individual's life change as a result of your program? (Include references to academic, employment, residential, leisure, and social outcomes as appropriate.)**

As a result of this program, several things happened for this student. She found and worked in a job that matched her desires as well as her talents. She was also able to take a step up in terms of job responsibility and financial compensation.

More importantly, this student gained the confidence and ability to advocate for herself and was also able to help other students through the transition process.

Competition 84.158N

Training and Employment Models for Youth with Severe Handicaps

Transition from School to Work through Supported Employment
Director: Rebecca McDonald
Plainsfield, NJ
TI #199

I. **How would you describe the student/client at the time of referral? (Include general demographics, family and friendship structures, school and/or employment status.)**

"Student" was classified "Trainable Mentally Retarded," attended a middle school (6th-8th grades), and was in a self-contained classroom with 12 other students. The class was divided in half and 50% of the day was spent in "vocational education" and 50% of the day in independent living and academic programming. Community exposure during school included weekly bowling, occasional shopping, and occasional field trips. There was a simulated supermarket set-up in the classroom. The family felt this environment did not prepare their daughter for employment, nor did it adequately prepare her for independent living in the community.

The family was extremely supportive of the Transition Project. They felt even though Student loved going to school, that she was bored. Friendships with classmates were fostered in school. Social activities were very family oriented.

II. **What model program services did this student/client receive? (Include references to individualized plans, training, coordination efforts, and so on.)**

Student participated in Transition from School to Work through Supported Employment. She spent two weeks one-on-one with a job coach sampling a variety of jobs in the community. Student responded positively to the experience. She became much more helpful at home as a direct result of the experience. An employment profile was developed on Student providing data for an appropriate job match and placement. Prior to placement, an Individualized Transition Plan was written and services were coordinated between the sending school district, receiving school district, Division of Developmental Disabilities, Division of Vocational Rehabilitation, family, student, and the Association for Retarded Citizens, each representative understanding their respective role in the success of the transition. As soon as a job was identified, Student went to work three days weekly in a fast food restaurant. Student continued school the other two days. The job coach was with Student at the employment site providing training and support for three weeks, then fading gradually began and training and support was continued by fellow employees and a supervisor. The job coach continued with regular visits. The main issues addressed in the job development for Student were: to identify jobs close to the home community, to enlist Mom's help in transportation to and from the job, and to teach staff to provide continued training towards Student's independence in the classroom.

III. **How did this individual's life change as a result of your program? (Include references to academic, employment, residential, leisure, and social outcomes as appropriate.)**

Student was successful in her job as dining room attendant. Local management was pleased. Regional management said the facility was over budget and Student was dismissed. Student and family were very upset. When a new job was developed with the same kind of duties in a similar environment, the manager was informed of the former situation and we were assured this would not happen again. Instead of falling asleep every afternoon (a pattern developed everyday after school), Student would go home and look for things to do to help around the house. Her conversation with the family increased and became more animated. Being in the working world made this young lady much happier than attending school. She is learning more about money skills, and still happily lives at home. She continues to see some of her former classmates; though most of her social activities revolve around home and family. Her parents saw a new person emerge. The program she graduated from is revising their entire "vocational programming" to include a part-time job coach on staff and developing job sites in the community for the students to sample real work in real environments.

The Supported Employment Placement Project
Director: John McDonnell
Salt Lake City, UT
TI #202

I. **How would you describe the student/client at the time of referral? (Include general demographics, family and friendship structures, school and/or employment status.)**

The student, Jane, at the time of referral, was 20 years old and living in a suburban area with her family. She was enrolled in an integrated high school program in her community. As part of her high school program, she received training in various job sites and support formats, and in the personal management and leisure areas. She was not employed.

II. **What model program services did this student/client receive? (Include references to individualized plans, training, coordination efforts, and so on.)**

Upon entering our project, Jane had an IEP/ITP (Individualized Transition Plan) developed which included employment, recreation/leisure and residential goals. Jane, her parents, the teacher, a LEA representative, a vocational rehabilitation worker, and a social service worker were in attendance as the ITP team.

It was determined at the ITP meeting from her previous training history, Jane's interests, and team input, that a job in the food service industry was desired. Jane also expressed an interest in joining the local gym for swimming and aerobic dance classes. Transportation goals were developed which included access to her leisure activities and vocational placement.

III. **How did this individual's life change as a result of your program? (Include references to academic, employment, residential, leisure, and social outcomes as appropriate.)**

Through the coordinated efforts of vocational rehabilitation, the teacher, and Jane, she obtained a job at Fat Burger. Jane is employed at minimum wage and works approximately 20 hours per week.

Jane also indicated that she was interested in living in a supervised apartment in the future. As the first step, she visited an apartment in her area and spent the night with a couple of girls. Jane had a positive experience, but would like to wait another year before moving out of her parent's home. She was placed on the waiting list for a future residential placement.

Jane has also developed friendships at Fat Burger. She goes to work early so she can visit and have coffee with her co-workers. She occasionally socializes after hours with them and even had Thanksgiving dinner at her co-worker's house.

Putting Disabled Persons to Work: A Business-Education Partnership

Director: Richard Balser
Portland, ME
TI #195

I. How would you describe the student/client at the time of referral? (Include general demographics, family and friendship structures, school and/or employment status.)

The experience of the first student to participate in a range of project activities typifies the building block and partnership approaches that are the cornerstones of this project. The student is a 17-year-old male placed in an ungraded, functional life skills class with seven other students with mental retardation. His work experience had been limited to once-a-week group activities doing lunch set ups at a restaurant and housekeeping tasks at a motel. He had been referred to the regional vocational school to participate in a general trades program in housekeeping. However, he was not accepted due to perceived immaturity (cried during intake assessment), excessive weight (seen as a deterrent to performing tasks such as making a bed) and a speech impediment that made him difficult to understand. The student lives in a modest apartment with his mother and is responsible for many household tasks. He spends much time alone while his mother works. He has few male role models and has limited interaction with peers outside of school. At the time of intervention, his mother was very concerned about his future.

II. What model program services did this student/client receive? (Include references to individualized plans, training, coordination efforts, and so on.)

His group work experience had been helpful in demonstrating that he could do basic tasks with close supervision and take the initiative in a work situation, but it had offered little opportunity to assess his ability to work independently in a competitive job without the familiar support of his teachers and peers. In an effort to gather more information about his work readiness and to give him more independent experience, he was referred to a clothing store in his community for paid work. Before he began the job, a representative from the store came to his class to talk about the retail business as well as proper application procedures. After the presentation, the student completed the standard company application and then, accompanied by his teacher, went to the store for an interview. He was then hired for a one-month position, 3 times weekly for one hour. His duties included vacuuming, emptying trash, and some tagging of merchandise. During his experience he was supervised by store personnel with extra support, as needed, from his teacher and project staff. At the end of the month a standard company evaluation was completed.

III. How did this individual's life change as a result of your program? (Include references to academic, employment, residential, leisure, and social outcomes as appropriate.)

As a result of the student's excellent performance in his short term experience, he was referred to the Maine Medical Center for a summer experience supported by JTPA, the school, and the Medical Center. Initial concerns that he might not be able to handle transportation or have the physical stamina to handle the longer work day proved to be unfounded. He repeatedly demonstrated that he could work with minimal supervision, follow multistep directions, and perform his job with good attention to detail. His supervisor's comments at a Recognition Lunch summed up the experience. He praised the student at length to a room full of parents, students, and hospital personnel, and then offered the student a part-time weekend job during the school year. Needless to say, this experience has not overcome all the barriers this student needs to master, but it represents a very positive beginning. It has proved to be a tremendous boost to his self-esteem and has increased his independence. It has also given his mother a much different perspective of his capabilities. Her comment at the luncheon was, "He's not my little boy any more. He's a man."

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Grossmont Community Transition Employment Development Project

Director: Robert B. Daily
La Mesa, CA
TI #231

I. **How would you describe the student/client at the time of referral? (Include general demographics, family and friendship structures, school and/or employment status.)**

John was referred to the Project approximately one year before graduation. He had Down Syndrome with moderate mental retardation. At the time of referral, John participated in five hrs/wk of community training, was enrolled in ROP custodial/housekeeping, and worked five hrs/wk at 20% production in a school work shop. He was described by teachers as highly distractible, irresponsible, and unable to work 30 minutes without supervision. John lived in a very protective foster home. He had limited independence, choices, or contact with friends outside the school day .

II. **What model program services did this student/client receive? (Include references to individualized plans, training, coordination efforts, and so on.)**

John received from the project a written ITP, job development/job matching services, on-the-job training, and follow-along services. He also received destination training using city transit, and social skills training emphasizing maintenance of friendships. John's foster mother attended inservices on SSI, supported employment, transition planning, and adult services. She also counseled extensively with John's advocate teacher, the Project Coordinator, and Parent Facilitator.

III. **How did this individual's life change as a result of your program? (Include references to academic, employment, residential, leisure, and social outcomes as appropriate.)**

John was employed with support services in place at graduation. He worked as a laundry assistant 18 hrs/wk earning $4.25/hr . Nine months after beginning training he required less than 20% formal job support and raised his production rate to 80%. He was awarded employee of the month for his excellent attendance, work attitude, and work quality. John established a strong work support system which included management, middle management, and co-workers. He also spontaneously developed an informal community support network, including the city bus drivers, convenience store manager, and local bank attendants.

Supported Employment for Youth with Handicaps Through Interagency Collaboration

Director: Richard Luecking
Rockville, MD
TI #198

I. **How would you describe the student/client at the time of referral? (Include general demographics, family and friendship structures, school and/or employment status.)**

At the time of referral, Beth, a 21-year-old high school senior, living at home with her mother, was interested in becoming employed in an integrated setting using a computer. Due to an injury at birth, Beth has cerebral palsy with spastic quadriplegia and has control only of her neck. She requires assistance with all aspects of daily living. Beth used a Handyvoice for communication at the time of referral. She activated three number sequences with a head switch that would then generate a word or phrase. Beth is a very attractive and personable young woman with many friends. Before being referred to this transition project, Beth faced a minimal three-year wait on the State Developmental Disabilities Administration's waiting list for placement into a sheltered workshop.

II. **What model program services did this student/client receive? (Include references to individualized plans, training, coordination efforts,and so on.)**

While in school, Beth was always taught in a self-contained classroom for students with mental retardation. There was never any indication that Beth was mentally retarded, but reports indicated that placement in this classroom resulted because of her inability, until very recently, to communicate or be tested.

This transition project is for students with severe and multiple disabilities, for whom traditional job placement is not a reality. The project provides a job coach who is available on a one-to-one basis for each individual placed. For Beth, a position as a data entry clerk at a local consulting firm was located after approximately one month of job development. After locating the job, the coordination efforts intensified. Coordination with the school system, the local adult service provider agency, the employer, the State vocational rehabilitation agency, Beth and her family, the National Rehabilitation Hospital and this agency finally resulted in a successful part-time position for Beth as a data entry clerk. Before the State rehabilitation office could be involved to provide payment for the seating and adaptive equipment necessary for Beth to perform the job, they needed assurance that such a position was available. The National Rehabilitation Hospital conducted a work site assessment and recommended the necessary job site modifications and computer equipment that would be necessary for Beth to work there. They also conducted a seating evaluation and augmentative communication evaluation which resulted in a new wheelchair for Beth and a communication system that allowed her to not only communicate at home and work, but also to perform her job duties.

Once all was in place, transportation and on-the-job training was provided by the job coach hired for the project.

III. **How did this individual's life change as a result of your program? (Include references to academic, employment, residential, leisure, and social outcomes as appropriate.)**

Currently, Beth works three days a week from 8:30 a.m. to 11:30 a.m. As her stamina improves this will be increased to five days. She performs basic data entry using a scanning device which she accesses with a head switch. She communicates through the same program which allows her to enter her data. The need to communicate at work made communication in all life areas a reality. The Handyvoice was very time consuming, loud and used a male voice. Beth knew 357 word and phrases with the Handyvoice and therefore was limited in what she was able to communicate. Now she is able to spell out any word she wants to say so her communication is unlimited. Co-workers have been very supportive of Beth and have taken the time to learn how to communicate with her. Recently Beth and her job coach met some of the office personnel for happy hour at a local restaurant. This was as exciting as her first paycheck for Beth.

Project T-Qual
Co-Directors: Betsy Bounds/Dan Perino
Tucson, AZ
TI #193

I. **How would you describe the student/client at the time of referral? (Include general demographics, family and friendship structures, school and/or employment status.)**

The student was a 20-year-old man who experienced severe mental retardation (IQ 15) and had self-abusive and self-stimulating behaviors of slapping his jaw and snorting. The student lived at a small residential facility, attended a segregated school, and had no prior work experience.

II. **What model program services did this student/client receive? (Include references to individualized plans, training, coordination efforts, and so on.)**

The student was referred to Project T-QUAL for services. Based on discussions with his parents and teachers, a career exploration site was developed for him at a plant nursery within walking distance of the school. Using a job coach, the Ecological Inventory strategy was used to identify the skills and sequence of tasks required to walk to the nursery and water a predefined group of plants. Training consisted of using both a communication book of key tasks, sign language, and physical prompts. Hand-over-hand instruction was extended to verbal prompts and physical cues within the four weeks he was on the site.

III. **How did this individual's life change as a result of your program? (Include references to academic, employment, residential, leisure, and social outcomes as appropriate.)**

The student had no prior work experience and had not been provided with an opportunity to work in an integrated community site. When on site, the self-abusing jaw slapping became almost nonexistent. The student began to vocalize and use a greater variety of sign language. The staff was able to gather data on the student's work performance which allowed the job developer, teacher, and family to identify additional sites for further career exploration.

Summary

The case studies published in the preceding sections dramatize the profound effect of carefully coordinated and executed transition services on the achievement of adult outcomes for persons with disabilities. A variety of individual participants were depicted in these case studies, representing a wide range of handicapping conditions, ethnic backgrounds, and economic and educational opportunities. Also depicted was a tremendous range of transition services designed to address the individual needs of these participants, including assessment, tutoring, adaptive equipment and instructional practices, counseling, social skills training, and job training, placement, and follow-up.

The uniqueness of each particular case and project notwithstanding, several conclusions can be drawn from a review of the responses to Question III (i.e., How did this individual's life change as a result of your program?).

First, it is clear that despite significant personal and environment obstacles, young adults with disabilities have achieved employment, independent living, and improved community integration and social relationships through transition services. Second, OSERS-funded model projects have developed and demonstrated "best practices" in the provision of these services. And last, special efforts should be made to disseminate and replicate these best practices so that all persons with disabilities exiting our public school systems will be prepared to face the demands of adult life.

Again, the staff of the Transition Institute wish to thank the projects that submitted case studies for the 1990 Compendium. We view case studies as a valuable informational source and hope their publication will continue in future Institute monographs.

PROFILE OVERVIEW

The 1990 Compendium of Project Profiles focuses on the status of 94 projects currently funded by the U.S. Department of Education, Office of Special Education and Rehabilitative Services as part of the Transition Initiative. Since 1984, however, 237 model demonstration projects have developed and implemented a wide range of service delivery models that have facilitated the transition of youth and adults with disabilities from secondary special education to postsecondary education or employment. The Overview begins with a general description of the 13 grant competitions funded since 1984 (See Table 1). Of note is the funding of three model projects under CFDA 84.158S, the newest OSERS competition focusing on expanding and improving family involvement in the transition process. Illustrating the impact of project activities on transition as a national priority, Figure 1 presents the geographical distribution of the 237 model projects that have been funded during the past five years.

The remainder of this overview describes in tables, figures, and text the characteristics of the 94 current model projects funded in seven competitions: 84.078C, 84.128A, 84.158C, 84.158L, 84.158N, 84.158R, 84.158S. Figure 2 shows the geographical distribution of these projects as of May 1990. Figure 3 describes the types of recipients of grant awards in all seven competitions (e.g., universities, local education agencies, state agencies). Eligible recipients of these awards were specified for each competition. The most common grant recipients were two-year and four-year colleges and universities, followed by local education agencies, private not-for-profit agencies, and state agencies. The most common geographic units served by these projects were regions within a state, cities with populations greater than 100,000, and statewide units. In addition, 73% of the projects reported that public transportation was available within the geographic areas they served.

Table 1
Summary of OSERS Model Demonstration Project Competitions in Transition
(N = 237)

TYPE OF PROJECT	COMPETITION	FUNDED GRANTS (N)	INTENT OF PROJECT
Research in Education of the Handicapped: Handicapped Children's Model Demonstration Projects/ Youth Employment Projects	84.023D	12 Expired	To demonstrate innovative approaches to transition using direct service delivery.
Research in Education of the Handicapped: Handicapped Children's Model Demonstration Projects/ Postsecondary Projects	84.023.G	15 Expired	To support new model demonstration projects that link transitioning individuals to community-based training programs and services.
Postsecondary Education Programs for Handicapped Persons: Demonstration Projects for Mildly Mentally Retarded and Learning Disabled	84.078B	15 Expired	To stimulate higher education (postsecondary, vocational, technical, continuing, or adult education) possibilities for persons with mild disabilities.
Postsecondary Education Programs for Handicapped Persons: Demonstration Projects for Mildly Mentally Retarded and Learning Disabled.	84.078C	35 (32 Expired)	To focus on special adaptations of postsecondary services.
Innovation Programs for Severely Handicapped Children: Transition Skills Development for Severely Handicapped (Including Deaf-Blind Youth)	84.086M	10 Expired	To design, implement, and disseminate practices which facilitate the transition of youth with severe handicaps to employment.
Special Projects and Demonstrations for Providing Vocational Rehabilitation Services to Severely Disabled Individuals.	84.128A	2 (5 Expired)	To establish demonstration projects for providing comprehensive programs in vocational rehabilitation services for persons with severe disabilities.
Secondary Education and Transitional Services for Handicapped Youth - Service Demonstration Models.	84.158A	16 Expired	To support projects that would develop and establish exemplary school-community models for specific vocational training and job placement.
Secondary Education and Transitional Services for Handicapped Youth	84.158B	11 Expired	To design cooperative models (SEA or LEA) that facilitate effective planning to meet employment needs of exiting students with disabilities.
Secondary Education and Transitional Services for Handicapped Youth: Models for Planning and Implementation of Transitional Services.	84.158C	11 (27 Expired)	To support projects designed to plan and develop cooperative models for activities among SEA's or LEA's and adult service agencies.

TYPE OF PROJECT	COMPETITION	FUNDED GRANTS (N)	INTENT OF PROJECT
Secondary Education and Transitional Services for Handicapped Youth: Models for Providing Disabled, Mainstreamed, Learning Disabled and Other Mildly Handicapped Students with Job Related Training	84.158L	10	To identify job-related training needed by secondary students with mild handicaps.
Training and Employment Models for Youth with Handicaps.	84.158N	19	To prepare and place youth with severe handicaps into supported employment prior to leaving school.
Secondary and Transition Services Follow-up/Follow-Along Projects	84.158R	14	To encourage follow-up and follow-along studies to document the impact of transition services, and to revise program options based on analysis of outcome data.
Family Networking	84.158S	3	To assist youth with handicaps and their families in identifying, accessing, and using formal and informal networks to obtain needed supports and services to maximize independence in adult life.

Figure 1

Geographic Distribution of Current and Expired Projects as of May 1990

(N = 237)

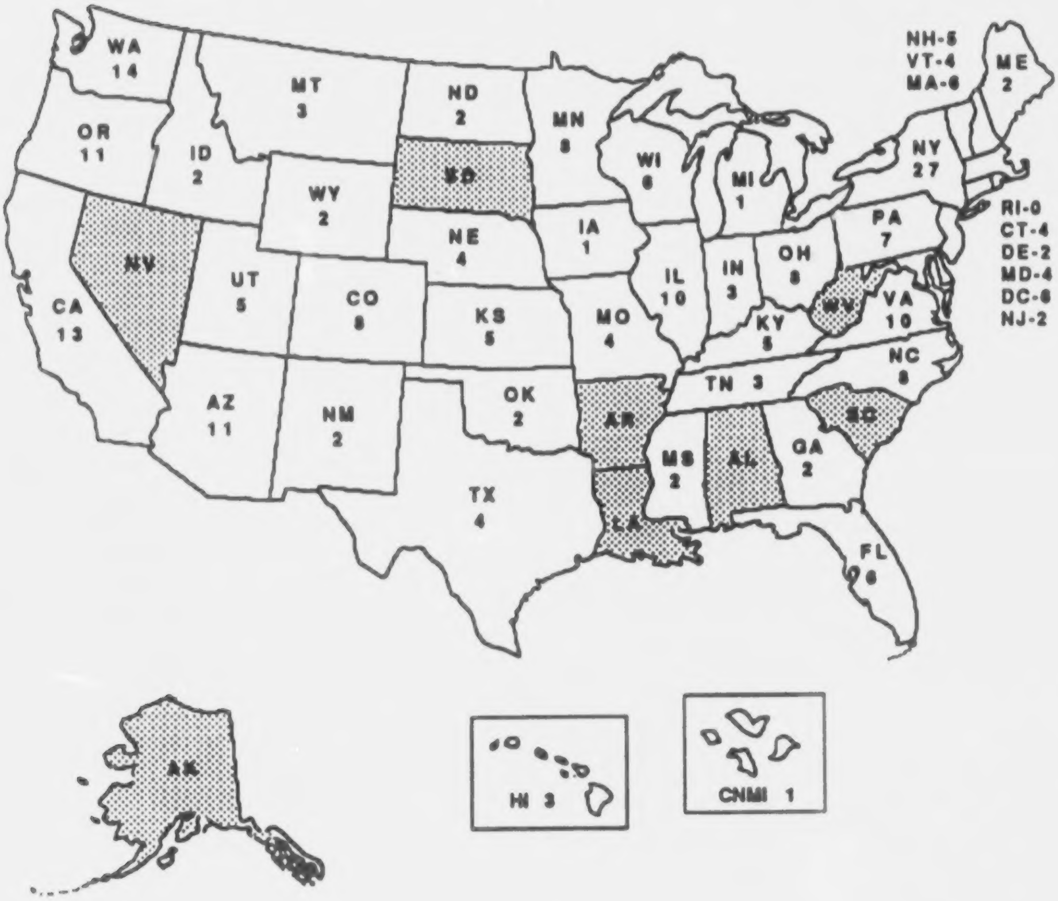

WA 14
OR 11
CA 13
ID 2
NV
MT 3
WY 2
UT 5
CO 8
AZ 11
NM 2
ND 2
SD
NE 4
KS 5
OK 2
TX 4
MN 8
IA 1
MO 4
AR
LA
WI 6
IL 10
MI 1
IN 3
OH 8
KY 5
TN 3
MS 2
AL
GA 2
FL 6
SC
NC 8
VA 10
WV
PA 7
NY 27
ME 2
NH-5
VT-4
MA-6
RI-0
CT-4
DE-2
MD-4
DC-6
NJ-2
AK
HI 3
CNMI 1

Figure 2
Geographic Distribution of Current Projects as of May 1990
(N = 94)

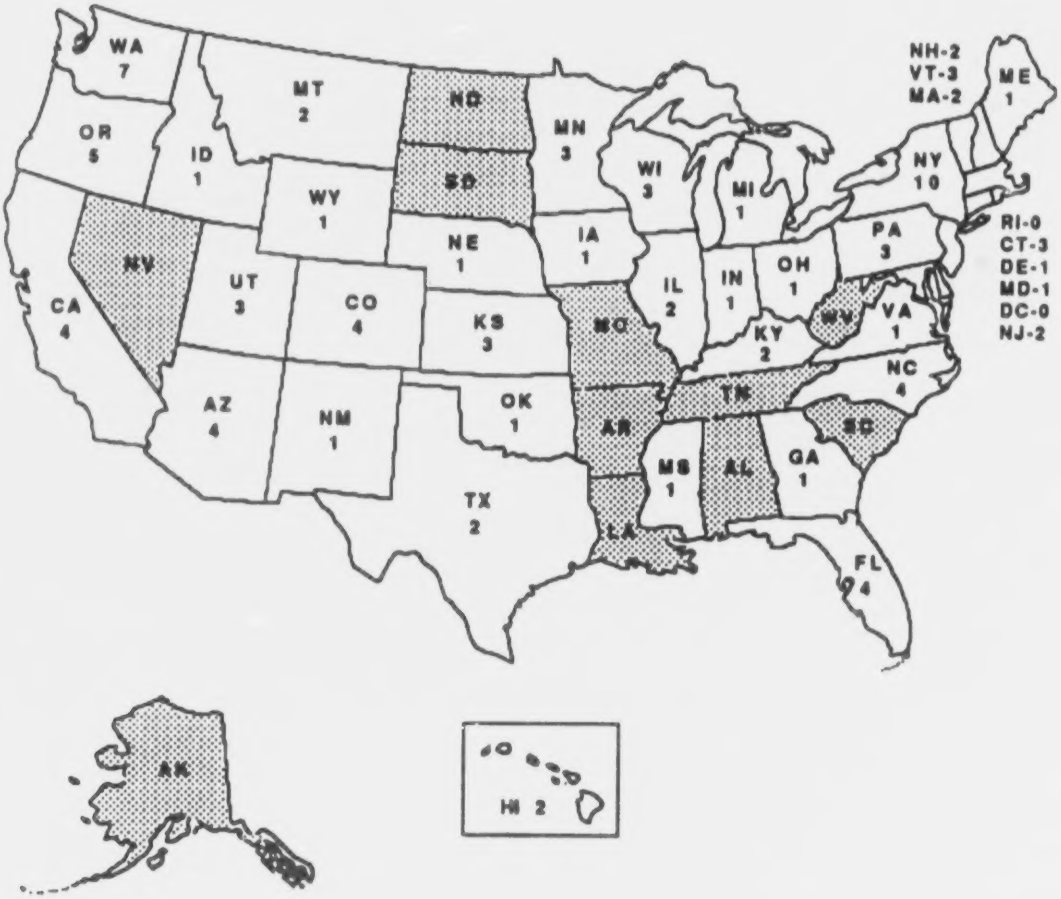
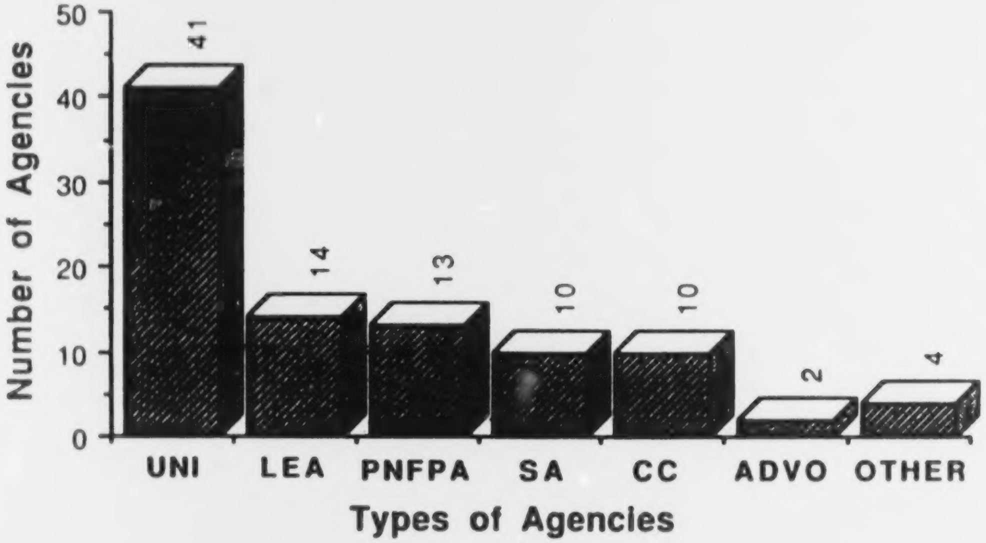

WA 7
OR 5
CA 4
ID 1
NV
MT 2
WY 1
UT 3
AZ 4
CO 4
NM 1
ND
SD
NE 1
KS 3
OK 1
TX 2
MN 3
IA 1
MO
AR
LA
WI 3
IL 2
MS 1
MI 1
IN 1
KY 2
TN
AL
OH 1
WV
GA 1
FL 4
SC
NC 4
VA 1
PA 3
NY 10
NH-2
VT-3
MA-2
ME 1
RI-0
CT-3
DE-1
MD-1
DC-0
NJ-2
AK
HI 2

Figure 3

Types of Primary Grant Recipients for Current Model Projects

Competition N = 7 ; Project N = 94



UNI	Universities
LEA	Local Education Agencies
PNFPA	Private Not-For-Profit Agencies
SA	State Agencies
CC	Community Colleges
ADVO	ARC/Parent Organizations
OTHER	Other

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The 94 projects currently funded through federal monies provide transition services to youth and adults with all forms of disability, including at-risk populations such as minority youth, dropouts, persons considered economically disadvantaged, and those involved in substance abuse. These projects estimate that more than 150,000 people with disabilities may eventually benefit from their demonstrations of model transition services.

The number of persons with disabilities who will receive direct services from secondary transition model projects is substantially fewer. Table 2 presents the number of persons served and the age ranges by handicapping condition. These figures were derived from the data submitted by projects in the 84.158C, 84.158N, 84.158L, 84.128A, and 84.078C competitions (N=77 projects). Since the major focus of the 84.158R projects is not service provision (i.e., follow-up/follow-along), they are not represented in these figures. Neither are the 84.158S projects who were surveyed too soon to have begun direct service provision. Of the 22,552 persons with disabilities reported as receiving direct services, 54% were persons with learning disabilities, 13% were persons with moderate mental retardation, and 5% were persons with emotional problems. Figure 4 provides a graphic display of the percentage of individuals served by handicapping condition.

In addition to targeting the youth and adults with disabilities, most of the model demonstration projects are providing related services or training to other professionals, paraprofessionals, or parents who assist in the transition process. Across the seven current competitions, related services or training are being provided to 7,000 parents, 5,881 teachers, 3,076 agency staff, 1,678 business and industry personnel, and 1,545 postsecondary faculty. Table 3 provides an overview of these recipients of related training by competition.

The provision of transition services to persons with disabilities, as well as interdisciplinary training, relies heavily on the establishment of cooperative relationships between secondary and adult service providers. In fact, a major intent of the federal Transition Initiative has been to develop interagency cooperation in an effort to smooth the transition between school and adult life for individuals with disabilities. Figure 5 illustrates

Table 2

Youth/Adults Served in Current Competitions, by Handicapping Conditions

Handicapping Condition	No. Served	Age Range
Learning disability	12,084	12-60
Mild mental retardation	1,699	12-50
Moderate mental retardation	2,836	14-60
Severe mental retardation	258	13-27
Profound mental retardation	80	14-25
Multiple handicap	373	12-50
Developmental disability	309	13-25
Emotional disorder	1,206	12-50
Behavioral disorders	641	13-35
Chronic mental illness	538	12-60
Hearing impairment	377	14-60
Visual impairment	167	12-60
Deaf/blind	52	13-62
Dropout	27	12-27
Economically disadvantaged	252	15-50
Minority youth	287	15-24
Substance abuse	92	15-25
Health impairment	167	13-40
Epilepsy	126	14-45
Autism	81	14-35
Traumatic brain injury	65	15-35
Physical handicap	232	13-53
Cerebral palsy	167	14-40
Spinal cord injury	12	15-40
Communication disorder	363	12-27
Speech impairment	61	14-60
TOTAL	22,552	

Figure 4

Percent of Youth Served in Current Model Projects by Handicapping Condition

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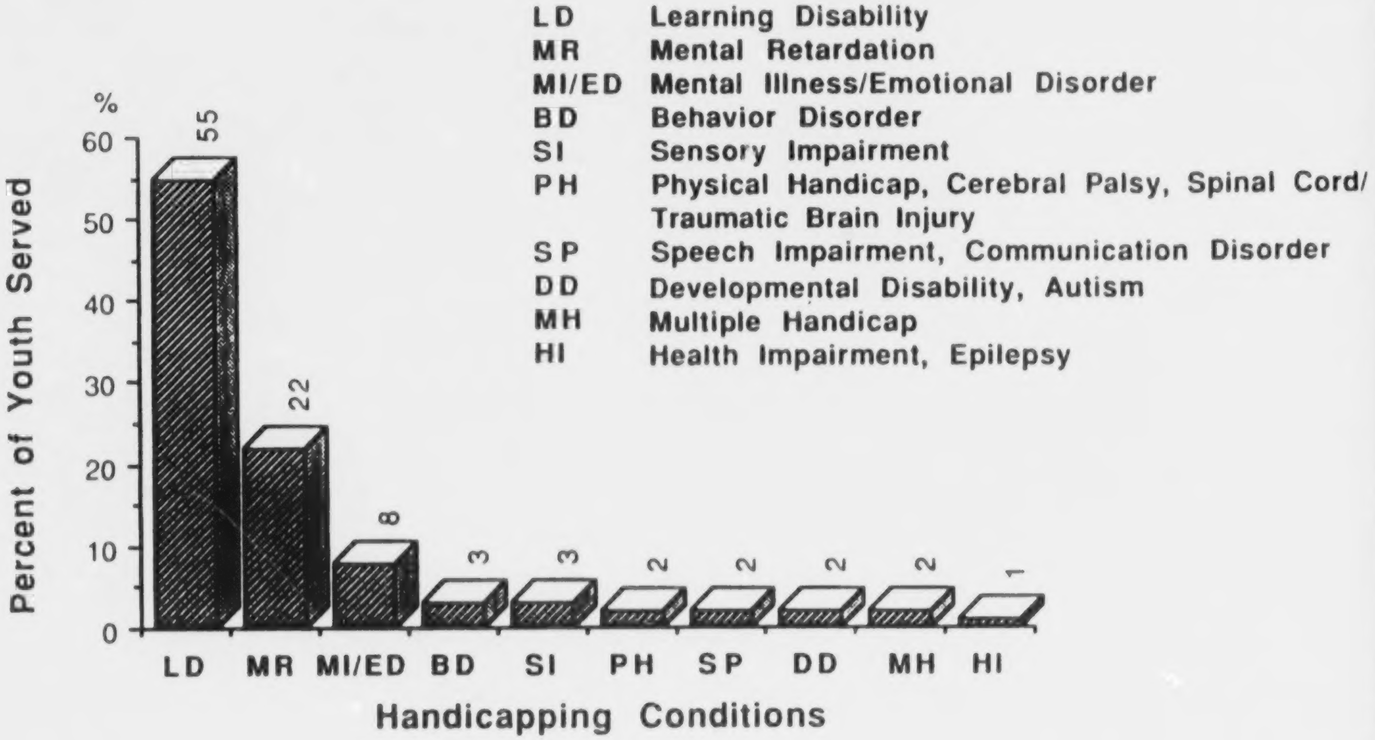
Competition N = 5; Project N = 77; Youth Served = 21,894



LD	Learning Disability
MR	Mental Retardation
MI/ED	Mental Illness/Emotional Disorder
BD	Behavior Disorder
SI	Sensory Impairment
PH	Physical Handicap, Cerebral Palsy, Spinal Cord/ Traumatic Brain Injury
SP	Speech Impairment, Communication Disorder
DD	Developmental Disability, Autism
MH	Multiple Handicap
HI	Health Impairment, Epilepsy

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Table 3

Number of Individuals Participating in Related Service Components by Current Competitions

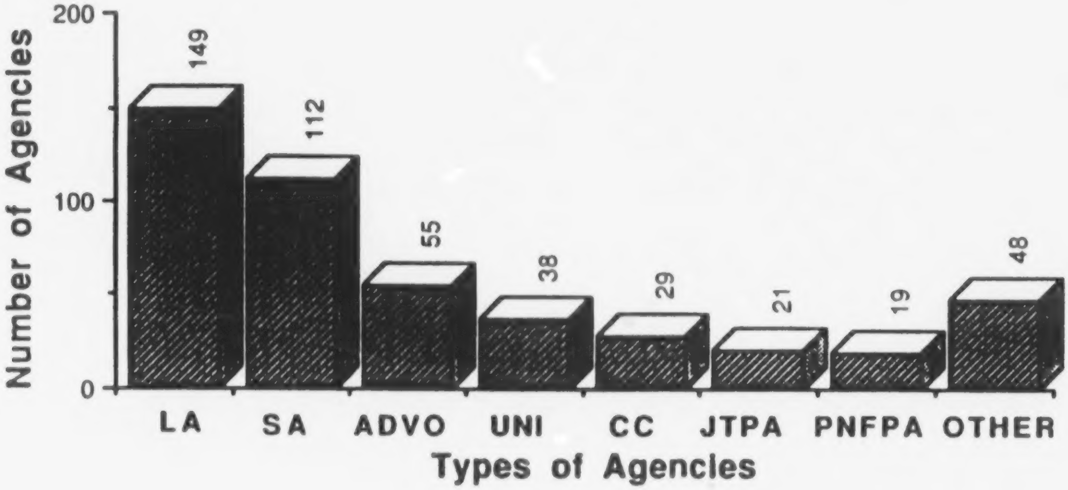
	84.078C	84.128A	84.158C	84.158L	84.158N	84.158R	84.158S[1]	Total
Teachers	2,229	1,025	839	530	543	715	0	5,881
Postsecondary Faculty	1,455	10	28	41	11	0	0	1,545
Agency Staff	974	1,025	281	175	436	212	0	3,076
Parents	987	4,000	626	640	650	97	0	7,000
Business/ Industry	590	115	152	314	428	79	0	1,678
Project Staff	244	2	39	80	65	50	0	480

[1] At the time data were collected, grants in this competition only recently had been awarded.

Figure 5

Types of Agencies Involved in Interagency Cooperation with Current Model Projects

Competition N = 7 ; Project N = 94



LA	Local Agencies (schools, residential/rehabilitation facilities)
SA	State Agencies
ADVO	ARC/ACLD, Parent Organization
UNI	Universities
CC	Community Colleges
JTPA	Job Training Partnership Act
PNFPA	Private Not-For-Profit Agencies
OTHER	Other

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the types and number of agencies involved in cooperative activities with model demonstration projects. As can be seen in this figure, the majority of collaborative activities are conducted between model projects and local agencies (i.e., secondary education providers, residential facilities, and rehabilitation facilities), state agencies, and postsecondary education providers. Programs offered through the Job Training Partnership Act, parent organizations, and private not-for-profit agencies provide additional support.

In addition to intervention research, the main mission of the Transition Institute is (a) to provide evaluation technical assistance to all OSERS-funded model projects, and (b) to conduct evaluation research on outcomes associated with these projects. To assist in this mission, information is collected annually from each project on the evaluation approach to be used, personnel designated to conduct evaluation activities, the identified audiences for evaluation reports, and the anticipated format of these reports. The rest of this narrative, along with explanatory tables, presents the results of this survey.

As demonstrated in Table 4, the most common approaches to evaluation are goal-based, systems analysis, and professional review. In most projects there is more than one approach used to frame the evaluation. Table 5 shows the personnel involved in implementing the evaluation. The project directors and their project personnel provide most of the staffing for implementation of the evaluation. Increasingly, advisory boards are assisting projects in evaluation activities. Approximately the same number of projects utilize a third party evaluator as include an evaluator on staff.

The projects in general see OSERS as their primary audience of the final report and evaluation of their efforts. The Transition Institute, consumers, advisory boards, and state agencies each were listed by more than half of the projects as audiences for their final reports. Formal reports are anticipated to be the vehicle for this information sharing for nearly all of the projects. In addition, about half of the projects will also be providing an executive summary, and about one third will produce a brochure summarizing project information.

Table 4

Evaluation Approach Used by Current Competitions

	84.078C	84.128A	84.158C	84.158L	84.158N	84.158R	84.158S	Total
System analysis	24	0	7	6	10	7	0	54
Goal based	28	2	9	7	15	12	3	76
Goal free	9	0	2	2	3	2	2	20
Decision making	7	0	5	4	2	7	0	25
Connoisseurship	1	1	0	0	0	0	0	2
Professional review	17	1	3	4	4	4	0	33
Case study	16	1	0	3	4	0	3	27

Table 5

Evaluation Personnel Involved by Current Competitions

	84.078C	84.128A	84.158C	84.158L	84.158N	84.158R	84.158S	Total
Director	29	1	8	10	18	14	2	82
Coordinator	23	2	8	8	15	14	2	72
Project staff	30	1	7	8	17	11	1	75
Advisory board	13	1	4	2	11	9	0	40
3rd party evaluation	12	1	2	1	7	4	0	27
Staff evaluation	9	0	2	1	4	2	2	20

Products developed by the model demonstration projects are one of the primary types of outcomes associated with program implementation. These products are considered essential to program dissemination and replication--two primary goals identified by OSERS for model demonstration projects. Table 6 depicts the types and number of products anticipated by project staff in each competition. Project-developed instruments, journal articles, and brochures were the most frequently cited products, followed by replication and training manuals. Many of the products thus far produced by the 237 OSERS-funded transition projects are cataloged in the Transition Institute library.

Table 6

Products Planned by Current Projects

	84.078C	84.128A	84.158C	84.158L	84.158N	84.158R	84.158S	Total
Brochure	29	2	6	6	11	5	2	61
Newsletter	10	0	3	0	5	1	2	21
Parent handbook	3	2	3	1	11	3	3	26
Student handbook	12	1	3	1	4	1	0	22
Training manual	14	0	5	2	6	10	2	39
Project instruments	25	1	8	7	17	13	1	72
Slide presentation	10	0	1	1	8	0	0	20
Video tape	18	0	3	4	4	0	0	29
Curricula	21	1	3	6	7	1	0	39
Journal articles	26	1	8	6	15	12	1	69
Replication manual	18	0	6	4	10	9	0	47
Other	0	0	0	0	1	2	0	3

PROJECT PROFILES

The Project Profile section contains profiles on both current and recently expired transition projects. The individual project profiles are grouped according to the competition under which they received their grant award.

Within each competition group, current projects are listed alphabetically according to state and project director name.

Each group of individual project profiles is preceded by a summary of the competition based on the information from the actual grant application packet. A summary of the current projects follows and is an overview of the major demographic and operating characteristics of the projects.

For competitions 84.086M, 84.078C, and 84.158C, individual expired project profiles follow a Summary of Expired Projects and are arranged alphabetically according to state and project director name.

The primary source of data for the individual project profiles was the Project Characteristics Questionnaires (Appendices A and B) completed and returned by project staff during the 1989-90 project year.

COMPETITION PROFILE: CFDA 84.158S

FAMILY NETWORKING

INITIAL COMPETITION 3/10/89

PURPOSE OF COMPETITION

The purpose of this priority was to support model demonstration projects that build on existing transition planning processes to assist youth with disabilities and their families in identifying, accessing, and using formal and informal networks to obtain needed services and maximize independence in adult life.

Emphases included (1) consumer involvement in the planning process, (2) assisting students and their families in identifying the range of possible post-school options, (3) assessing the supports or services needed by the student to participate in different post-school options, (4) teaching students and families how to identify, access, and use these supports and services, and (5) identifying and developing strategies for overcoming barriers to needed supports or services.

AUTHORITY

Authority for this program is contained in Section 626 of Part C of the Education of the Handicapped Act as amended by P.L. 99-457.

ELIGIBLE RECIPIENTS

Institutions of higher education, State educational agencies, local education agencies, and other public and private nonprofit institutions or agencies (including the State job training coordinating councils and service delivery area administrative entities established under the Job Training Partnership Act).

FUNDS AVAILABLE

Approximately $310,000 was expected to be available to support up to three projects in the initial competition.

NUMBER OF GRANTS AWARDED

Three grants were awarded under this competition.

DURATION

Project support was available for up to three years subject to an annual review of progress and availability of funds.

SUMMARY OF 84.158S PROJECT PROFILES

GEOGRAPHIC AREA SERVED

Of the three current projects, two report serving a region of a state and one reports serving a statewide area.

PRIMARY GRANTEE

Two universities and one parent organization were awarded grants under this competition.

PROJECT PARTICIPANTS

The three current projects report 20 persons with disabilities receiving direct services. It should be noted, however, that these projects were surveyed within months of initial funding. The projects also were asked to estimate the total number of persons with disabilities who will receive benefit from services such as training. At the time of the survey, the projects indicated that approximately 310 such persons will be impacted.

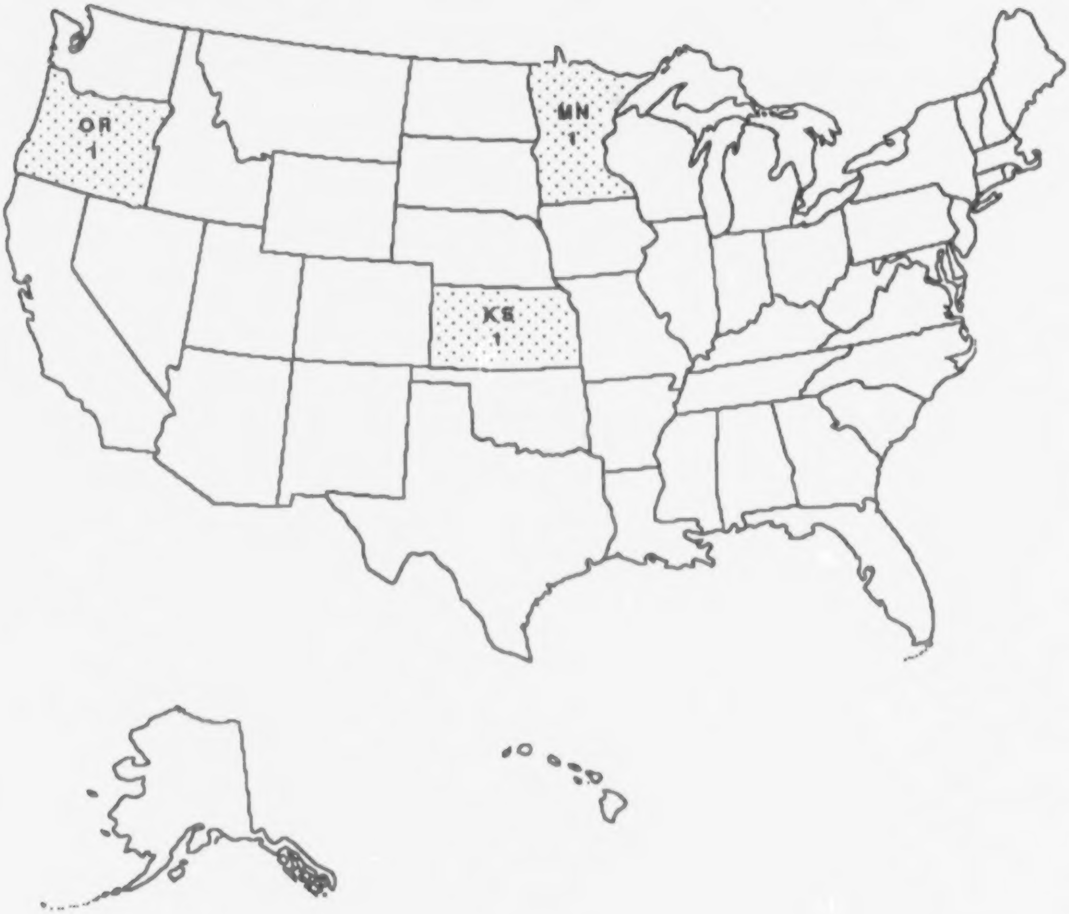
COOPERATING AGENCIES

All three projects indicate involvement with cooperating agencies or organizations. Two projects are cooperating with university-affiliated programs. One project also reported cooperation with public secondary schools and local education agencies.

Location of 84.158S Projects

Geographic Distribution of Current 84.158S Projects as of May 1990

(N = 3)



PROJECT TITLE:
Family Networking

INSTITUTE #: 228

PROJECT DIRECTOR:
R. Don Horner

COMPETITION #: 84.158S

PROJECT COORDINATOR:
R. Don Horner

PROJECT START DATE: 10/01/89
PROJECT END DATE: 09/30/92

CONTACT PERSON: R. Don Horner

MAILING ADDRESS:
Bureau of Child Research
Haworth Hall
University of Kansas
Lawrence, KS 66045

PRIMARY GRANTEE:
University or Four-Year College

TELEPHONE #: 913-749-0603

GEOGRAPHIC AREA SERVED:
A region within a state

PUBLIC TRANSPORTATION: No

PROJECT PURPOSE:
To assist fifteen suburban and fifteen rural families in learning to identify, access, and use formal and informal networks in helping their son or daughter with a handicap to obtain maximum independence as an adult.

PROJECT FOCUS:
The enrollment of fifteen families from the Lawrence area and members of their informal and formal networks in a systematic future planning process using the Individual Family Services Plan concept.

PROJECT PARTICIPANTS:
Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 100

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 20

PROJECT EVALUATION PLAN:
Evaluation Approach(es): Goal based, Goal free, Case study

Type of Data/Information Being Collected:
On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographic, Educational background, Assessment results, Progress in educational program, Prior work experience, Progress in employment training programs, Degree of integration, Student/Client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status
On Employers: Characteristics/demographics, Amount of direct service to employer, Employer satisfaction with project activities, Project impact on employers

On Postsecondary Education: Characteristics/demographics, Degree of collaboration between project and providers, Amount of direct service to providers, Provider satisfaction with project activities, Project impact on providers

Personnel Involved in Evaluation: Project director

Type of Evaluation Reporting and Audience:
Type: Formal evaluation report, Executive summary, Brochure/Pamphlet
Audience: Consumers, OSERS, Transition Institute, State agency

PROJECT PRODUCTS:

Product	Date Available
Brochure	01/01/90
Parent handbook	01/01/92

PROJECT TITLE:
Networking During the Transition Years

INSTITUTE #: 229

PROJECT DIRECTOR:
Marge Goldberg

COMPETITION #: 84.158S

PROJECT COORDINATOR:
Patricia Matuszak

PROJECT START DATE: 10/01/89
PROJECT END DATE: 09/30/92

CONTACT PERSON: Patricia Matuszak

MAILING ADDRESS:
4826 Chicago Avenue South
C/O Pacer Center
Minneapolis, MN 55417

PRIMARY GRANTEE:
Parents or Parent Organizations

TELEPHONE #: 612-827-2966

GEOGRAPHIC AREA SERVED:
A state

SPECIAL NET USER ID: MNPACER

PUBLIC TRANSPORTATION: Yes

PROJECT PURPOSE:
To engage families in active planning for transition through effective family networking strategies and practices.
1) Netwroking groups in four communities that include families with developmentally disabled sons or daughters approximately 18 to 23 years old.
2) Family forums - All individuals in a community concerned with an issue related to transition services (e.g., families, employers).

PROJECT FOCUS:
1. Implement four family networking groups (four communities).
2. Host three community forums on specific transition topics.
3. Give on-going service to 25 individual families needing guidance regarding transition/networking.
4. Develop newsletter, develop intervention workbook.

PROJECT PARTICIPANTS:
Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 210

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 210

PROJECT EVALUATION PLAN:
Evaluation Approach(es): System analysis, Goal based, Goal free, Case study

Type of Data/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographic, Educational background, Progress in educational program, Prior work experience, Degree of integration, Employment outcomes, Residential outcomes, Student/Client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status

Instrumentation:

Commercially Available Instruments Used by Projects: Inventory for Client and Agency Planning (ICAP)

Locally/Project Developed Instruments: Workshop Evaluations, Community Services Survey, Parent Preference Checklist, Social Networking of Family/Student

Personnel Involved in Evaluation: Project director, Project coordinator, Project staff, Staff evaluator

Type of Evaluation Reporting and Audience:

Type: Formal evaluation report

Audience: Consumers, OSERS, Transition Institute, State agency, State Transition Interagency Committee, PACER Board of Directors, TAPP

PROJECT PRODUCTS:

Product	Date Available
Newsletter	05/01/90
Parent handbook	05/01/90
Training manual	05/01/90
Project-developed instruments	05/01/90

PROJECT TITLE:
Family Network Family Transition
Planning and Support Systems Project

INSTITUTE #: 230

PROJECT DIRECTOR:
Phillip Ferguson

COMPETITION #: 84.158S

PROJECT COORDINATOR:
Roz Slovic

PROJECT START DATE: 10/01/89
PROJECT END DATE: 09/30/92

CONTACT PERSON: Phillip Ferguson

MAILING ADDRESS:
135 Education
University of Oregon
Eugene, OR 97403

PRIMARY GRANTEE:
Association for Retarded Citizens

TELEPHONE #: 503-686-5311

GEOGRAPHIC AREA SERVED:
A region within a state

SPECIAL NET USER ID: ORSTP

PUBLIC TRANSPORTATION: Yes

PROJECT PURPOSE:

The purpose of the Family Transitions and Support System (Family TPSS) Project is to design, implement, and evaluate a model strategy for the use of informal support networks with the families of young adults with severe disabilities making the transition from school to adult life. The project focuses on the development of an independent, parent operated, planning and support process to help parents identify and use informal strategies to improve the transition opportunities and outcome for their children and for themselves.

PROJECT FOCUS:

1. Implement Family TPSS process in four regions in Oregon.
2. Prepare and revise materials and strategies for parent leaders and other families.
3. Provide training for parent leaders on the Family TPSS process.
4. Establish and maintain networks of participating families for information sharing, strategizing, and mutual support.
5. Conduct yearly statewide Partners in Policy forums.
6. Sponsor "Strategies Roundtables" of key parent advocacy and training groups.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 0

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 0

PROJECT EVALUATION PLAN:

Evaluation Approach(es): Goal based, Case study

Type of Data/Information Being Collected:

On Students/Clients: Intake/referral information, Demographic, Progress in employment training programs, Degree of integration, Employment outcomes, Residential outcomes, Student/Client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status

Instrumentation:

Locally/Project Developed Instruments:
Transition Status and Satisfaction Form, Action Plans

Personnel Involved in Evaluation: Project coordinator, Staff evaluator

Type of Evaluation Reporting and Audience:

Audience: Consumers, OSERS, Advisory board

PROJECT PRODUCTS:

Product	Date Available
Brochure	10/31/89
Newsletter	10/31/89
Parent handbook	10/31/89
Training manual	10/31/89
Video tape	01/01/90
Journal articles	Not Indicated
Strategies Manual	01/01/90

COMPETITION PROFILE: CFDA 84.158R

SECONDARY AND TRANSITION SERVICES FOLLOW-UP AND FOLLOW-ALONG PROJECTS

INITIAL COMPETITION 4/15/88
SECOND COMPETITION 3/10/89

PURPOSE OF COMPETITION

The purpose of this priority was to provide support to projects that: (1) improve tracking systems for youth who complete or leave secondary programs; and (2) revise curriculum and/or program options based on continued analysis of outcome data.

The emphases were on a commitment to enhance existing procedures for a follow-up/follow-along system for all completers and leavers, and to revise existing program options to improve outcomes for youths with disabilities leaving secondary school. The projects are to track students' initial and continuing employment status with the outcome measurement performance standard being the preparation of youth to live and work in the community. The second competition also stressed the collection of additional information regarding the availability of needed public services and informal supports during the follow-up/follow-along process.

AUTHORITY

Authority for this program is contained in Section 626 of Part C of the Education for the Handicapped Act as amended by P.L. 99-457.

ELIGIBLE RECIPIENTS

Institutions of higher education, State education agencies, local education agencies, and other public and private nonprofit institutions or agencies (including the State job training coordinating councils and service delivery area administrative entities established under the Job Training Partnership Act).

FUNDS AVAILABLE

Approximately $840,000 was expected to be available for up to seven projects in fiscal year 1988. In fiscal year 1989, approximately $1,000,000 was made available to support up to eight additional projects.

NUMBER OF GRANTS AWARDED

Seven grants were awarded under this competition in fiscal year 1988, with seven additional grants in fiscal year 1989.

DURATION

Project support was available for up to four years under this competition in 1988, subject to an annual review of progress and availability of funds. In 1989, however, projects were funded for only three years with the same qualifications.

SUMMARY OF 84.158R PROJECT PROFILES

GEOGRAPHIC AREA SERVED

Of the 14 current projects, eight indicate serving a statewide area, two indicate serving a city of more than 100,000 people, and two indicate serving a county. The remaining two projects report serving a region of a state, and a region of the nation, respectively.

PRIMARY GRANTEE

Five universities and three state education agencies were awarded grants under this competition. Two local education agencies, one university-affiliated program, one private non-profit agency, and two state agencies were also awarded grants.

PROJECT PARTICIPANTS

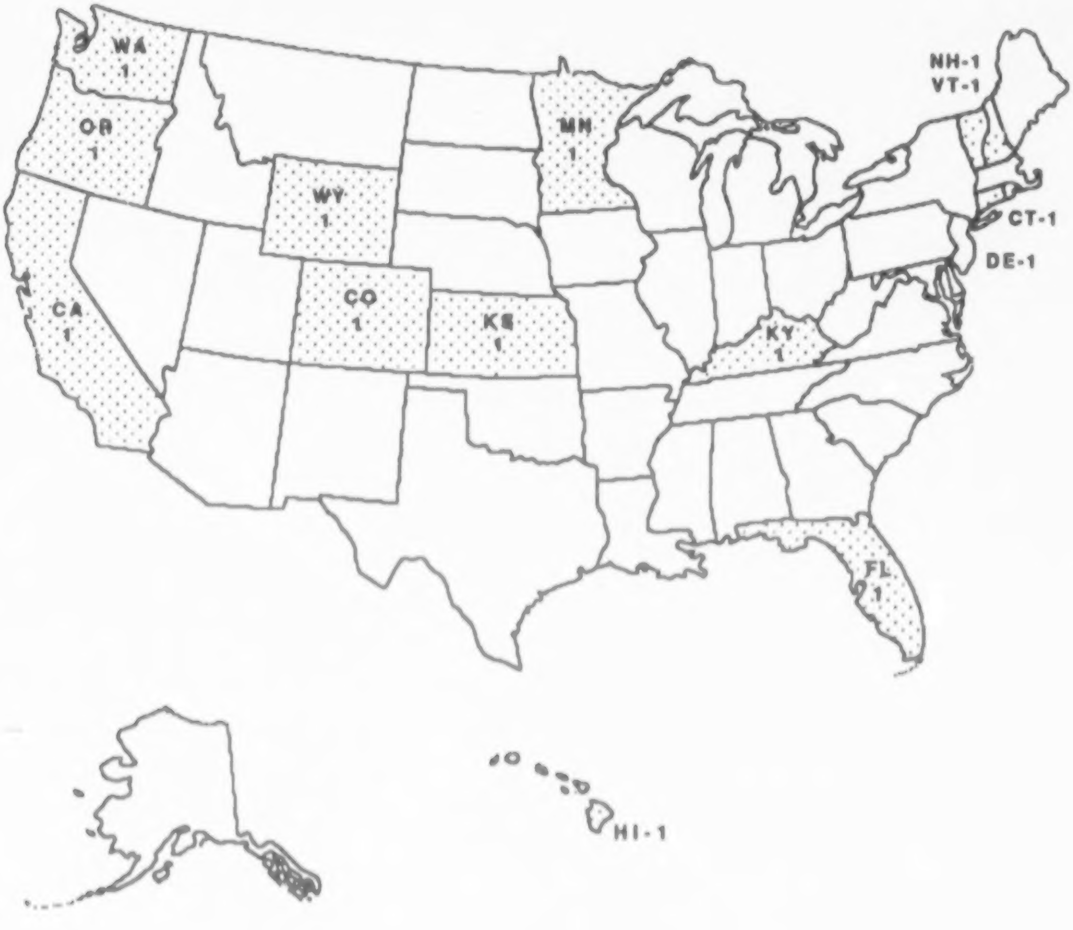
The 14 current projects report 9,565 persons with disabilities receiving direct services. These projects also were asked to estimate the total number of persons with disabilities who will receive benefit from services such as training. The projects indicated that approximately 52,870 such persons will be impacted. Fifty-one percent (14,660) of the target population for this competition are persons with learning disabilities. Twenty percent of the target population have the handicapping conditions of moderate mental retardation (3,214) and mild mental retardation (2,497). Sixteen percent of the target population are dropouts (2,856), and persons with emotional disorders (1,849). The remainder of the target population consists of the handicapping conditions of behavior disorder (1,331), and severe mental retardation (764).

All projects indicate the provision of related service components. These projects report training and service to 715 teachers, 212 agency personnel, 97 parents, 79 members of the business community, 50 project personnel, and 30 students.

COOPERATING AGENCIES

All projects indicate involvement with cooperating agencies or organizations. Of these projects, ten are cooperating with state agencies, nine with public secondary schools, seven with local education agencies, six report cooperation with universities and parent organizations, and three with JTPA's and Associations for Retarded Citizens.

Location of 84.158R Projects
Geographic Distribution of Current 84.158R Projects as of May 1990
(N = 14)


WA 1
OR 1
CA 1
WY 1
CO 1
KS 1
MN 1
KY 1
FL 1
NH-1
VT-1
CT-1
DE-1
HI-1

PROJECT TITLE:
A State of California Interagency
Transition Follow-Up/Follow-Along
Program Effectiveness Model

INSTITUTE #: 221

PROJECT DIRECTOR:
John Haynes

COMPETITION #: 84.158R

PROJECT COORDINATOR:
Cynthia McMath

PROJECT START DATE: 07/01/89
PROJECT END DATE: 06/30/92

CONTACT PERSON: John Haynes

MAILING ADDRESS:
Mendocino County Office of
Education/SELPA
2240 East Side Road
Ukiah, CA 95482

PRIMARY GRANTEE:
Local Education Agency

TELEPHONE #: 707-463-4865

GEOGRAPHIC AREA SERVED:
A state

PUBLIC TRANSPORTATION: Yes

PROJECT PURPOSE:
This interagency, cooperative, follow-up/follow-along, program effectiveness project will address the data collection, management, and service delivery needs of the educators and agency service providers of transition services in the state of California. Project activities include (1) a statewide follow-up system for all youth with handicaps that leave school; (2) utilizing follow-up data to demonstrate program effectiveness and need; (3) providing for revision of existing program options in order to improve student outcomes. The target population will be a representative sample of special education school leavers in LEA's in the State of California. In addition, a control sample of regular education school leavers will be included in the study.

PROJECT FOCUS:
During fiscal year 1989 - 1990 project activities will focus on: (1) Expanding the Interagency Advisory Board (IBA) that developed the Cooperative Model to include a broader representation of state education and agency provider personnel, including representatives of the LEA's selected for study; (2) utilizing the IBA, identify LEA's to participate in the pilot study; (3) identifying the target population; (4) initiating data collection; (5) utilizing the IBA, review/revise pilot instrumentation, procedures, techniques, as appropriate; (6) identifing Year 2 and 3 expanded implementation sites and target populations.

PROJECT PARTICIPANTS:
Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 5000

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 2500

PROJECT EVALUATION PLAN:

Evaluation Approach(es): System analysis, Goal based, Decision making

Type of Data/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographic, Educational background, Assessment results, Progress in educational program, Prior work experience, Progress in employment training programs, Degree of integration, Postsecondary outcomes, Employment outcomes, Residential outcomes, Student/Client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status

On Employers: Characteristics/demographics, Degree of collaboration between project and employers, Amount of direct service to employer

On Postsecondary Education: Characteristics/demographics, Degree of collaboration between project and providers, Amount of direct service to providers, Provider satisfaction with project activities

Personnel Involved in Evaluation: Project director, Project coordinator, Project staff, Advisory board, Third-party evaluator

Type of Evaluation Reporting and Audience:

Type: Formal evaluation report, Executive summary, Brochure/Pamphlet, Presentations

Audience: Consumers, OSERS, Transition Institute, Advisory board, State agency, SDE, DVR, JTPA, DD Councils, Project Interagency Advisory Board, Parent advocacy groups

PROJECT PRODUCTS:

Product	Date Available
Brochure	01/01/90
Parent handbook	09/01/90
Training manual	01/01/90
Project-developed instruments	01/01/90
Journal articles	01/01/90
Replication manual	09/01/90

PROJECT TITLE:
Improving Local Outcomes Through
Implementation of the Colorado
Student Tracking System

INSTITUTE #: 222

PROJECT DIRECTOR:
Donald St. Louis

COMPETITION #: 84.158R

PROJECT COORDINATOR:
Deborah Skovron

PROJECT START DATE: 10/01/89
PROJECT END DATE: 09/30/91

CONTACT PERSON: Deborah Skovron

MAILING ADDRESS:
Rocky Mountain Resource and
Training Institute
3805 Marshall Street, Suite 202
Wheat Ridge, CO 80033

PRIMARY GRANTEE:
State MH/DD Agency

TELEPHONE #: 303-420-2942

GEOGRAPHIC AREA SERVED:
A state

PUBLIC TRANSPORTATION: Yes

PROJECT PURPOSE:
Develop a follow-up tracking system for special education youth at three pilot sites to evaluate effective preparation for adult life, and establish a system to interpret data for improving existing programs.

PROJECT FOCUS:
1) Evaluation committee will establish local data needs.
2) A survey will be developed and administered to local sites for collecting follow-up data.

PROJECT PARTICIPANTS:
Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 1000

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 500

PROJECT EVALUATION PLAN:
Evaluation Approach(es): System analysis, Goal based, Quality of Life

Type of Data/Information Being Collected:
On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographic, Educational background, Progress in educational program, Prior work experience, Progress in employment training programs, Postsecondary outcomes, Employment outcomes, Residential outcomes, Student/Client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status

On Employers: Characteristics/demographics, Degree of collaboration between project and employers, Amount of direct service to employer, Employer satisfaction with project activities

On Postsecondary Education: Characteristics/demographics, Degree of collaboration between project and providers, Amount of direct service to providers

Personnel Involved in Evaluation: Project director, Project coordinator, Advisory board

Type of Evaluation Reporting and Audience:

Type: Formal evaluation report, Executive summary

PROJECT PRODUCTS:

Product	Date Available
Training manual	Not Indicated
Replication manual	Not Indicated

PROJECT TITLE:
Design of a Secondary Transition
Follow-Up/Follow-Along Tracking System

INSTITUTE #: 223

PROJECT DIRECTOR:
John R. Quinn

COMPETITION #: 84.158R

PROJECT COORDINATOR:
Wendy Gates

PROJECT START DATE: 07/01/89
PROJECT END DATE: 06/30/92

CONTACT PERSON: John R. Quinn

MAILING ADDRESS:
Easter Seal Society of Conneticut
P.O. Box 100
Jones Street
Hebron, CT 06248

PRIMARY GRANTEE:
Private Non-Profit Agency

TELEPHONE #: 203-228-9438

GEOGRAPHIC AREA SERVED:
A city of more than 100,000 people

PUBLIC TRANSPORTATION: Yes

PROJECT PURPOSE:
This grant seeks to develop a follow-up tracking system using information gathered from both current and post-school special education students in the Bridgeport Public School System. We will obtain data on current students as well as those who exited the school system one to five years ago. This information will allow us to learn what these students are doing with their lives, and enable us to develop a data base which we will use to advise and counsel current students. Finally, with this information we hope to aid in the development of more effective, successful transition services for special education students system wide.

PROJECT FOCUS:
1. Develop a plan with advisory committee.
2. Develop management plan.
3. Develop survey instrument and implement it.
4. Integrate information.
5. Develop data bases.
6. Establish study group.
7. Establish retrospective group.
8. Gather data on study groups.

PROJECT PARTICIPANTS:
Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 1000

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 100

PROJECT EVALUATION PLAN:

Evaluation Approach(es): System analysis, Goal based, Decision making, Professional review

Type of Data/Information Being Collected:

On Students/Clients: Demographic, Educational background, Assessment results, Progress in educational program, Prior work experience, Progress in employment training programs, Degree of integration, Postsecondary outcomes, Employment outcomes, Residential outcomes, Student/Client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status

On Employers: Project impact on employers

On Postsecondary Education: Characteristics/demographics, Degree of collaboration between project and providers, Amount of direct service to providers

Instrumentation:

Locally/Project Developed Instruments:

Follow-up Survey Instrument

Personnel Involved in Evaluation: Project director, Project coordinator, Project staff, Advisory board

Type of Evaluation Reporting and Audience:

Type: Formal evaluation report, Executive summary, Brochure/Pamphlet

Audience: Consumers, Transition Institute, Advisory board, State agency, DMR, DRS, State Advisory Committee

PROJECT PRODUCTS:

Product	Date Available
Brochure	06/01/92
Parent handbook	06/01/92
Training manual	06/01/92
Project-developed instruments	06/01/92
Curricula	06/01/92
Journal articles	06/01/92
Replication manual	06/01/92

PROJECT TITLE:
Secondary and Transition Services
Follow-Up/Follow-Along

INSTITUTE #: 224

PROJECT DIRECTOR:
Martha Brooks

COMPETITION #: 84.158R

PROJECT COORDINATOR:
Kathy Klees

PROJECT START DATE: 09/01/89
PROJECT END DATE: 08/31/92

CONTACT PERSON: Martha Brooks

MAILING ADDRESS:
Department of Public Instruction
Exceptional Children/Special Programs
P.O. 1402
Dover, DE 19903

PRIMARY GRANTEE:
State Educational Agency

TELEPHONE #: 302-736-4667

GEOGRAPHIC AREA SERVED:
A state

SPECIAL NET USER ID: DE.SE

PUBLIC TRANSPORTATION: Yes

PROJECT PURPOSE:

The purpose of this project is to develop a comprehensive follow-along tracking system for youth with disabilities in Delaware. This statewide system begins by age fourteen with Transition Plan information; collects exit information at the time students leave the school system; and continues to track them for three years as they move into the adult community. The management system covers all handicapping conditions and levels of severity.

PROJECT FOCUS:

1. Prepare a technical software development plan.
2. Collect exit information.
3. Develop and implement a computerized collection system that will yield information on the status of special education students after they leave school.
4. Conduct telephone surveys of 1988 and 1989 school leavers who were special education students.
5. Clarify the special education dropout population.
6. Develop a plan to include information on this population in the follow-along system.
7. Develop a position paper on model secondary programs for special education students.
8. Draft standards for secondary school programs serving youth with disabilities.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 4212

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 0

Handicapping Condition	No. Served	Age Range
Autism	48	14 - 21
Behavioral Disorders	664	14 - 21
Deaf/blind	7	14 - 21
Hearing Impairment	78	14 - 21
Learning Disability	2340	14 - 21
Mild Mental Retardation	284	14 - 21
Moderate Mental Retardation	165	14 - 21
Severe Mental Retardation	94	14 - 21
Visual Impairment	2	14 - 21
Physical Disability	70	14 - 21
Intensive Learning Students		14 - 21

PROJECT EVALUATION PLAN:

Evaluation Approach(es): System analysis, Goal based, Decision making

Type of Data/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographic, Educational background, Assessment results, Progress in educational program, Prior work experience, Progress in employment training programs, Degree of integration, Postsecondary outcomes, Employment outcomes, Residential outcomes, Student/Client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status

On Postsecondary Education: Characteristics/demographics, Provider satisfaction with project activities

Personnel Involved in Evaluation: Project director, Project coordinator, Project staff, Advisory board

Type of Evaluation Reporting and Audience:

Type: Formal evaluation report, Executive summary, Brochure/Pamphlet

Audience: Consumers, OSERS, Transition Institute, Advisory board, State agency, Division of Vocational Rehabilitation, Mental Retardation, Department of Public Instruction

PROJECT PRODUCTS:

Product	Date Available
Training manual	Not Indicated

PROJECT TITLE:
Using a Tracking System to Impact Instruction Programs for Handicapped Youth

INSTITUTE #: 203

PROJECT DIRECTOR:
Elinor Elfner

COMPETITION #: 84.158R

PROJECT COORDINATOR:
Sara Pankaskie

PROJECT START DATE: 09/01/88
PROJECT END DATE: 08/31/92

CONTACT PERSON: Sara Pankaskie

MAILING ADDRESS:
Bureau of Education for
Exceptional Students
654 Florida Education Center
Tallahassee, FL 32399

PRIMARY GRANTEE:
State Educational Agency

TELEPHONE #: 904-488-1106

GEOGRAPHIC AREA SERVED:
A state

PUBLIC TRANSPORTATION: No

PROJECT PURPOSE:

The purpose of this project is to provide an interactive model for systems change based on analysis of outcome data. The primary objectives are:

1. Tracking System-- to improve and expand the tracking system for handicapped youth who complete or leave secondary programs.
2. Instructional Program Revision-- to revise curricular and program options for handicapped students based on continued analysis of outcome data.

PROJECT FOCUS:

1. Tracking system - Revise data collection forms and procedures based on feedback from '89 interviews; collect and analyze school experience and relate to outcomes; develop linkages between state level data systems and between state and local entities; and collect second round of follow-up data through interviews.
2. Curriculum revision - Identify barriers to full participation in secondary education by handicapped students; establish an on-going monitoring system for instructional options accessed by handicapped students; develop action plans to remove institutional and attitudinal barriers; and continue inservice training on the change process.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 2000

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 300

Handicapping Condition	No. Served	Age Range
Emotional Disorder	30	12 - 17
Hearing Impairment	6	12 - 17
Learning Disability	180	12 - 17
Mild Mental Retardation	40	12 - 17
Moderate Mental Retardation	25	12 - 17
Severe Mental Retardation	6	12 - 17
Profound Mental Retardation	4	12 - 17
Visual Impairment	5	12 - 17
Physical Disability	10	12 - 17

Professionals/parents receiving services (training) through project activities:

Parents - 2
Business/industry - 4
Project personnel - 10
Agency personnel - 12
Teachers - 20
LEA administrators - 4

PROJECT EVALUATION PLAN:

Evaluation Approach(es): Goal based, Decision making, Professional review

Type of Data/Information Being Collected:

On Students/Clients: Type or extent of services rendered, Demographic, Educational background, Prior work experience, Postsecondary outcomes, Employment outcomes, Residential outcomes, Student/Client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status, Postsecondary outcome, Autonomy

Instrumentation:

Commercially Available Instruments Used by Projects:

Locally/Project Developed Instruments:
Student and Parent Interview Forms, Evaluation of Interview Forms, Student/Parent Contact Log, Log of Student Sample and Replacement

Personnel Involved in Evaluation: Project director, Project coordinator, Project staff, Advisory board

Type of Evaluation Reporting and Audience:

Type: Formal evaluation report, Executive summary

Audience: Consumers, OSERS, Transition Institute, Advisory board, State agency, LEA, LEA, school board

PROJECT PRODUCTS:

Product	Date Available
Training manual	08/31/90
Project-developed instruments	01/31/90
Journal articles	08/01/91
Replication manual	08/01/92

PROJECT TITLE:
Improving Transitional Services
Through Longitudinal Outcome Data

INSTITUTE #: 206

PROJECT DIRECTOR:
Robert Stodden

COMPETITION #: 84.158R

PROJECT COORDINATOR:
Ronald James

PROJECT START DATE: 10/01/88
PROJECT END DATE: 09/30/92

CONTACT PERSON: Ronald James

MAILING ADDRESS:
Hawaii University Affiliated Program
University of Hawaii
1776 University Avenue, Wist 211
Honolulu, HI 96822

PRIMARY GRANTEE:
University or Four-Year College

TELEPHONE #: 808-948-7878

GEOGRAPHIC AREA SERVED:
A state

PUBLIC TRANSPORTATION: Yes

PROJECT PURPOSE:
The purpose of this project is to improve transition outcomes for youth with disabilities through interagency use of longitudinal data to plan transition service interventions. The stated goals of the project are:

1. Develop a theoretical model which specifies significant variables and data domains as well as predicted/assumed relationships among individual, program, and outcome variables.
2. Implement the longitudinal tracking and data collection process.
3. Develop interagency processes for applying outcome data and observed relationships among data domains in order to improve transition services.
4. Validate the theoretical model.
5. Institutionalize, replicate, and disseminate project innovations.

PROJECT FOCUS:

1. Implementation of the longitudinal tracking process for a sample of 1,000 special education students and school leavers in four cohorts of 250 (class years 1989, 1990, 1991, 1992).
2. Development of an automated system for in-school tracking and data collection and pilot testing of system.
3. Evaluation of validity and reliability of outcome criteria and other measures.
4. Begin development of interagency processes for applying results of project's planning of service improvements.
5. Validate the theoretical model using data from 1989-90.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 6300

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 1000

Handicapping Condition	No. Served	Age Range
Autism	4	15 - 21
Cerebral Palsy	36	15 - 21
Communication Disorders	12	15 - 21
Deaf/blind	4	15 - 21
Emotional Disorder	144	15 - 21
Health Impairment	16	15 - 21
Hearing Impairment	40	15 - 21
Learning Disability	456	15 - 21
Mild Mental Retardation	128	15 - 21
Moderate Mental Retardation	68	15 - 21
Severe Mental Retardation	44	15 - 21
Profound Mental Retardation	28	15 - 21
Multiple Handicap	12	15 - 21
Visual Impairment	8	15 - 21

Professionals/parents receiving services (training) through project activities:

Parents - 70
Business/industry - 25
Project personnel - 3
Undergraduate/graduate students - 30
Agency personnel - 100
Teachers - 90

PROJECT EVALUATION PLAN:

Evaluation Approach(es): Goal based

Type of Data/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographic, Educational background, Assessment results, Progress in educational program, Prior work experience, Degree of integration, Postsecondary outcomes, Employment outcomes, Residential outcomes, Student/Client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status

On Employers: Characteristics/demographics, Degree of collaboration between project and employers

On Postsecondary Education: Characteristics/demographics

Instrumentation:

Locally/Project Developed Instruments:

Survey instruments on adjustment

Personnel Involved in Evaluation: Project director, Project coordinator, Advisory board, Third-party evaluator

Type of Evaluation Reporting and Audience:

Type: Formal evaluation report

Audience: OSERS, Transition Institute, Interagency Transition Committee

PROJECT PRODUCTS:

Product	Date Available
Brochure	01/31/89
Training manual	02/01/90
Project-developed instruments	03/01/90
Journal articles	10/31/89
Replication manual	10/01/91

PROJECT TITLE:
Kansas Interagency Follow-Along System for Improving Transition Services

INSTITUTE #: 225

PROJECT DIRECTOR:
James Marshall

COMPETITION #: 84.158R

PROJECT COORDINATOR:
Bonnie D. Jones

PROJECT START DATE: 10/01/89
PROJECT END DATE: 09/30/92

CONTACT PERSON: Bonnie D. Jones

MAILING ADDRESS:
Kansas State Department of Education
120 East 10th Street
Topeka, KS 66612

PRIMARY GRANTEE:
State Educational Agency

TELEPHONE #: 913-296-2515

GEOGRAPHIC AREA SERVED:
A state

SPECIAL NET USER ID: Kansasse

PUBLIC TRANSPORTATION: Yes

PROJECT PURPOSE:

The purpose of this three-year project is to improve the quality and coordination of transition services in the state of Kansas. The project goals are to 1) develop, implement, evaluate, and replicate a statewide interagency follow-along system, and 2) develop systematic procedures for utilizing follow-along outcomes to improve quality and coordination at local levels. All special education students who exit from school in Kansas will benefit from project goals.

PROJECT FOCUS:

1. Development of a conceptual model which describes data domains and relationships among outcomes.
2. Development of an information retrieval system among three state agencies.
3. Development of an interagency agreement.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 10418

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 0

Handicapping Condition	No. Served	Age Range
Deaf/blind	3	14 - 21
Emotional Disorder	1667	14 - 21
Health Impairment	62	14 - 21
Hearing Impairment	120	14 - 21
Learning Disability	5841	14 - 21
Moderate Mental Retardation	2295	14 - 21

Multiple Handicap	84	14 - 21
Speech Impairment	202	14 - 21
Visual Impairment	49	14 - 21
Orthopedically Impaired		14 - 21

Professionals/parents receiving services (training) through project activities:

Agency personnel - 50
Teachers - 150
Business/industry - 50
Sp. Ed. Administrators - 110

PROJECT EVALUATION PLAN:

Evaluation Approach(es): System analysis, Decision making, Professional review

Instrumentation:

Locally/Project Developed Instruments:
Follow-up/Follow-along Questionnaire

Personnel Involved in Evaluation: Project director, Project coordinator, Advisory board, Third-party evaluator, Staff evaluator

Type of Evaluation Reporting and Audience:
Type: Formal evaluation report, Executive summary
Audience: Consumers, OSERS, Transition Institute, Advisory board, State agency, SEA - Kansas, Rehabilitation and Human Resources

PROJECT PRODUCTS:

Product	Date Available
Training manual	12/01/91
Project-developed instruments	12/01/90
Journal articles	03/01/92
Replication manual	09/01/92

PROJECT TITLE:
Transitional Services for Handicapped Youth

PROJECT DIRECTOR:
Shelley Cohen

PROJECT COORDINATOR:
Harry Funk

MAILING ADDRESS:
Department of Research
Jefferson County Public Schools
4409 Preston Highway
Louisville, KY 40213

TELEPHONE #: 502-473-3036

INSTITUTE #: 204

COMPETITION #: 84.158R

PROJECT START DATE: 10/01/88
PROJECT END DATE: 09/30/92

PRIMARY GRANTEE:
Local Education Agency

GEOGRAPHIC AREA SERVED:
A county

PUBLIC TRANSPORTATION: Yes

PROJECT PURPOSE:

The general goal of this project is to survey former and current handicapped students of the Jefferson County Public Schools across all exceptionalities. The impact of this process will be to effect curriculum improvements at all age/grade levels, and to enhance the likelihood of greater numbers of project participants achieving employment and independent living following graduation.

PROJECT FOCUS:

1. Conduct survey of approximately 4,000 former and current handicapped JCPS students.
2. Analyze and share results with appropriate JCPS staff and community organizers/service providers.
3. Develop new curricula/programs/services based upon research results.
4. Incorporate research findings and programmatic changes into student assessments and the IEP process.
5. Share project results with the professional community through appropriate media and/or forums.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 17340

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 4335

Handicapping Condition	No. Served	Age Range
Behavioral Disorders	487	12 - 27
Communication Disorders	142	12 - 27
Hearing Impairment	97	12 - 27

Learning Disability	4416	12 - 27
Mild Mental Retardation	1841	12 - 27
Moderate Mental Retardation	501	12 - 27
Severe Mental Retardation	560	12 - 27
Multiple Handicap	179	12 - 27
Visual Impairment	29	12 - 27
Dropouts	2686	12 - 27
Physical Disability	100	12 - 17

Professionals/parents receiving services (training) through project activities:
Agency personnel - 200 Project personnel - 4

PROJECT EVALUATION PLAN:
Evaluation Approach(es): Goal based, Decision making, Professional review

Type of Data/Information Being Collected:
On Students/Clients: Intake/referral information, Demographic, Educational background, Progress in educational program, Prior work experience, Degree of integration, Postsecondary outcomes, Employment outcomes, Residential outcomes, Student/Client satisfaction with services/outcomes obtained
On Postsecondary Education: Characteristics/demographics

Instrumentation:
Locally/Project Developed Instruments:
Follow up/Follow-along Interview Forms

Personnel Involved in Evaluation: Project director, Project coordinator, Project staff, Advisory board

Type of Evaluation Reporting and Audience:
Type: Formal evaluation report, Executive summary
Audience: Consumers, OSERS, Transition Institute, Advisory board, State agency, Cabinet for Human Services, KY Dept. of Education, Handicapped advocacy groups, VR, State Employment Agency, School districts, Colleges/Universities, JTPA, City/County government, Colleges/Universities, JTPA, City/County government

PROJECT PRODUCTS:

Product	Date Available
Project-developed instruments	09/30/92
Journal articles	09/30/92
Replication manual	09/30/92

PROJECT TITLE:
Secondary Transition
Follow-Along/Follow-Up System

PROJECT DIRECTOR:
Richard Weatherman/David Johnson

PROJECT COORDINATOR:
Mary F. Sinclair

CONTACT PERSON: Mary F. Sinclair

MAILING ADDRESS:
Institute on Community Integration
6 Pattee Hall
150 Pillsbury Dr., SE
Minneapolis, MN 55455

TELEPHONE #: 612-624-4335

INSTITUTE #: 209

COMPETITION #: 84.158R

PROJECT START DATE: 10/01/88
PROJECT END DATE: 09/30/92

PRIMARY GRANTEE:
University Affiliated Program

GEOGRAPHIC AREA SERVED:
A city of more than 100,000 people

PUBLIC TRANSPORTATION: Yes

PROJECT PURPOSE:

The project seeks to design, demonstrate, and test a comprehensive follow-along/follow-up tracking system and to use information gained from the implementation of the system to develop systematic improvements in the provision of transition services and interagency planning district-wide. The goals of the demonstration project are: 1) establish a follow-along/follow-up system that reports on the post school outcomes of special education graduates and on former students who failed to successfully complete their programs; 2) use information gained from the system to recommend and make programmatic improvements in all areas of assessment, curriculum, and program planning for transition; 3) use standardized measures of student behavior to produce a reliable and valid means of anticipating and reporting on the post-school service needs of special education students; 4) design procedures to effectively analyze factors that enhance or inhibit successful transitions; 5) develop systematic interagency strategies in the improvement of transition services; and 6) extensively evaluate, report, and disseminate the results of this project.

PROJECT FOCUS:

1. Reassess selection of target schools.
2. Identify prospective subject sample.
3. Revise record review data collection instrument for database.
4. Finalize assessment tools to collect data for database II.
5. Identify subsample of 200 students to make up database II.
6. Complete and code data collection from retrospective study.
7. Enter and analyze retrospective data.
8. Attempt to conduct additional record review for retrospective sample.
9. Establish regular meetings with Minneapolis Schools staff, on-site manager, and project coordinator.
10. Continue to evaluate and disseminate project results.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 500

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 250

Handicapping Condition	No. Served	Age Range
Behavioral Disorders	30	14 - 25
Developmental Disability	30	14 - 25
Learning Disability	120	14 - 25
Mild Mental Retardation	105	14 - 25
Moderate Mental Retardation	100	14 - 25
Severe Mental Retardation	45	14 - 25
Profound Mental Retardation	5	14 - 25
Multiple Handicap	10	14 - 25
Dropouts	55	14 - 25

Professionals/parents receiving services (training) through project activities:

Teachers - 30

PROJECT EVALUATION PLAN:

Evaluation Approach(es): System analysis, Goal based

Type of Data/Information Being Collected:

On Students/Clients: Demographic, Educational background, Assessment results, Progress in educational program, Prior work experience, Degree of integration, Postsecondary outcomes, Employment outcomes, Residential outcomes, Student/Client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status

On Postsecondary Education: Characteristics/demographics

Instrumentation:

Commercially Available Instruments Used by Projects:

ICAP, SIB

Locally/Project Developed Instruments:

Follow-Up Survey, Record Review Form

Personnel Involved in Evaluation: Project director, Project coordinator, Project staff

Type of Evaluation Reporting and Audience:

Type: Formal evaluation report, Executive summary, Brochure/Pamphlet

Audience: Consumers, OSERS, Transition Institute, Advisory board, State agency

PROJECT PRODUCTS:

Product	Date Available
Project-developed instruments	09/30/90
Replication manual	09/30/92

PROJECT TITLE:
Following the Lives of Young Adults with Disabilities in New Hampshire

PROJECT DIRECTOR:
Jan Nisbet

PROJECT COORDINATOR:
Stephen Lichtenstein

CONTACT PERSON: Stephen Lichtenstein

MAILING ADDRESS:
4 Hood House
University of New Hampshire
Durham, NH 03804

TELEPHONE #: 603-862-4190

INSTITUTE #: 205

COMPETITION #: 84.158R

PROJECT START DATE: 09/01/88
PROJECT END DATE: 08/31/92

PRIMARY GRANTEE:
University or Four-Year College

GEOGRAPHIC AREA SERVED:
A state

PUBLIC TRANSPORTATION: No

PROJECT PURPOSE:

The overall goal of this research study is to improve the tracking system for young adults with disabilities who complete or leave high school special education programs.

Research component:

Approxmately 400 young adults will be surveyed and interviewed over a four year period of time. The research will be conducted using both quantitative and qualitative methods. Research content will focus on opportunities for employment and/or postsecondary education and training, participation in leisure/recreation activities, level of independence, utilization of community services, and integration factors.

Intervention Phase:

During the second, third, and fourth years of the project, technical assistance will be provided to four school administrative units.

PROJECT FOCUS:

1. Continue with post-school follow-up data on student sample.
2. Gain consent forms from parents and students of the class of 1990-91.
3. Begin process of compiling first year data.
4. Begin data collection on intervention sites.
5. Share findings with local high schools participating in study.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 300

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 0

Handicapping Condition	No. Served	Age Range
Communication Disorders	4	18 - 22
Deaf/blind	2	18 - 22
Emotional Disorder	8	18 - 22
Health Impairment	5	18 - 22
Hearing Impairment	2	18 - 22
Learning Disability	57	18 - 22
Mild Mental Retardation	5	18 - 22
Moderate Mental Retardation	5	18 - 22
Severe Mental Retardation	5	18 - 22
Multiple Handicap	6	18 - 22
Speech Impairment	2	18 - 22
Visual Impairment	1	18 - 22
Dropouts	15	18 - 22
Physical Disability	1	18 - 22

PROJECT EVALUATION PLAN:

Evaluation Approach(es): Goal based

Type of Data/Information Being Collected:

On Students/Clients: Type or extent of services rendered, Demographic, Educational background, Progress in educational program, Prior work experience, Progress in employment training programs, Degree of integration, Postsecondary outcomes, Employment outcomes, Residential outcomes, Student/Client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status

On Employers: Characteristics/demographics, Amount of direct service to employer

On Postsecondary Education: Characteristics/demographics, Degree of collaboration between project and providers, Amount of direct service to providers

Instrumentation:

Locally/Project Developed Instruments:

Follow-Up Instrumentation

Personnel Involved in Evaluation: Project director, Project coordinator, Advisory board

Type of Evaluation Reporting and Audience:

Type: Formal evaluation report, Executive summary

Audience: OSERS, Advisory board

PROJECT PRODUCTS:

Product	Date Available
Brochure	01/30/90
Newsletter	04/01/90
Project-developed instruments	12/31/89
Journal articles	01/31/91

PROJECT TITLE:
Using A Follow-Along System to Influence Statewide Systems Change

INSTITUTE #: 226

PROJECT DIRECTOR:
Michael Benz

COMPETITION #: 84.158R

PROJECT COORDINATOR:
Susan Simmons

PROJECT START DATE: 09/01/89
PROJECT END DATE: 08/31/92

CONTACT PERSON: Michael Benz

MAILING ADDRESS:
Secondary Special Education
175 Education
University of Oregon
Eugene, OR 97403

PRIMARY GRANTEE:
University or Four-Year College

TELEPHONE #: 503-686-3585

GEOGRAPHIC AREA SERVED:
A region of the nation

PUBLIC TRANSPORTATION: Yes

PROJECT PURPOSE:

The overall purposes of this project are to develop and validate a comprehensive follow-along strategy, and develop and evaluate a management system that will allow this follow-along information to be used at both state and local levels to improve secondary special programs and transition services. This project will be implemented statewide in Nevada, in close collaboration with the Nevada State Department of Education and local "transition teams" in each of Nevada's seventeen county school districts. The sample (n = 300) of school leavers with disabilities will include both school completers and dropouts. All disability groups will be included in this sample. A comparison group (n = 300) of school leavers without disabilities will also be included in the project to provide a framework for interpreting the findings for the students with disabilities. The follow-along and intervention data obtained in Nevada will be combined with a comparable data set currently being obtained in Oregon, allowing the identification of generalizable principles for the collection and use of follow-along information to improve transition services and outcomes.

PROJECT FOCUS:

1. Finalize all data collection instruments and procedures.
2. Identify and select all students and their parents who will serve as participants in the research and comparison samples.
3. Hire and train project staff to serve as interviewers.
4. Collect, analyze, and interpret the first round of data.
5. Develop field-test version of the management information system.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 300

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 0

Professionals/parents receiving services (training) through project activities:

Project personnel - 30 Transition Team Leaders - 17

PROJECT EVALUATION PLAN:

Evaluation Approach(es): System analysis, Goal based, Goal free, Decision making

Type of Data/Information Being Collected:

On Students/Clients: Type or extent of services rendered, Demographic, Educational background, Assessment results, Progress in educational program, Prior work experience, Progress in employment training programs, Degree of integration, Postsecondary outcomes, Employment outcomes, Residential outcomes, Student/Client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status, Social/Interpersonal outcomes

Instrumentation:

Locally/Project Developed Instruments:
School Achievement and Outcomes Scale, Student/Parent In-School and Out-of-School Interviews, High School Teacher Questionnaire

Personnel Involved in Evaluation: Project director, Project coordinator, Project staff

Type of Evaluation Reporting and Audience:

Type: Formal evaluation report, Executive summary

Audience: Consumers, OSERS, State agency, Department of Education, State Interagency Transition Council, County school districts

PROJECT PRODUCTS:

Product	Date Available
Training manual	08/31/90
Project-developed instruments	08/31/90
Journal articles	08/31/91
Computerized Management System	08/31/92

PROJECT TITLE:
Post-School Indicators for Program Improvement Project

PROJECT DIRECTOR:
Susan Brody Hasazi

PROJECT COORDINATOR:
Lia Cravedi-Cheng

CONTACT PERSON: Susan Brody Hasazi

MAILING ADDRESS:
Department of Special Education
405A Waterman Building
University of Vermont
Burlington, VT 05405

TELEPHONE #: 802-656-2936

INSTITUTE #: 207

COMPETITION #: 84.158R

PROJECT START DATE: 10/01/88
PROJECT END DATE: 09/30/92

PRIMARY GRANTEE:
University or Four-Year College

GEOGRAPHIC AREA SERVED:
A state

PUBLIC TRANSPORTATION: No

PROJECT PURPOSE:

The purpose of the Vermont Post-School Indicators for Program Improvement Project is to (1) develop, implement, evaluate, replicate, and disseminate a state wide follow-up/follow-along system for monitoring the post-school employment, education, living arrangement, friendships, and decision-making of former special education students; and (2) develop a state-supported technical assistance system to assist school districts in utilizing follow-up/follow-along data for the purposes of program improvement. The follow-up data will be used to target specific program modifications which are aimed at increasing employment levels, post secondary education opportunities, friendships and decision-making skills. Technical assistance will be provided by project personnel and Department of Education staff. Once fully refined, the proposed follow-up/follow-along system will be incorporated into the state's comprehensive evaluation system which ensures the continuation of this follow-up effort beyond the four-year grant period.

PROJECT FOCUS:

Approximately 25 new school districts will be added to the project. A training/retraining will occur to provide project participants with information regarding data collection. Technical assistance will be provided as they collect data on students having exited school between September 1988 and August 1989. Schools which participated in the first year of the project will be provided not only with the technical assistance described above, but also with technical assistance in the form of regional and/or local workshops and inservices and/or on site, school-specific support targeting those aspects of their secondary school programs which they have identified as important.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 2000

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 0

Professionals/parents receiving services (training) through project activities:

Parents - 25	Agency personnel - 50
Teachers - 200	

PROJECT EVALUATION PLAN:

Evaluation Approach(es): System analysis, Goal based

Type of Data/Information Being Collected:

On Students/Clients: Type or extent of services rendered, Demographic, Progress in educational program, Prior work experience, Degree of integration, Postsecondary outcomes, Employment outcomes, Residential outcomes, Student/Client satisfaction with services/outcomes obtained

Instrumentation:

Locally/Project Developed Instruments:
Post-High School Questionnaire

Personnel Involved in Evaluation: Project director, Project coordinator, Project staff

Type of Evaluation Reporting and Audience:

Type: Formal evaluation report

Audience: Consumers, OSERS, Transition Institute, State agency, VR, Education, Mental Health Job Service

PROJECT PRODUCTS:

Product	Date Available
Training manual	01/31/89
Project-developed instruments	05/31/89
Journal articles	Not Indicated

PROJECT TITLE:
Polymorphic Tracking and Intervention Model for At-Risk Students

INSTITUTE #: 208

PROJECT DIRECTOR:
Phyllis Levine

COMPETITION #: 84.158R

PROJECT COORDINATOR:
Angela Hill

PROJECT START DATE: 09/01/88
PROJECT END DATE: 08/30/92

CONTACT PERSON: Phyllis Levine

MAILING ADDRESS:

Experimental Education Unit WJ-10
University of Washington
Seattle, WA 98195

PRIMARY GRANTEE:
University or Four-Year College

TELEPHONE #: 206-543-3170

GEOGRAPHIC AREA SERVED:
A county

PUBLIC TRANSPORTATION: Yes

PROJECT PURPOSE:

The Polymorphic Project is directed towards helping young people with disabilities achieve better postsecondary outcomes. Our purpose is to help reduce the number of special education dropouts, and to provide secondary programs that build skills relevant to transition to adult life. The project has two major goals: 1) to develop and implement a follow-along system capable of flagging at-risk students easily enough to prevent them from dropping out; and 2) to test intervention programs within three school districts participating in the project. The population we are serving is special education students, grades 8 - 12.

PROJECT FOCUS:

1. Implement strategies in two school districts: a) case management, b) mentors, c) in-schools support groups, and d) prosocial out-of-school activities.
2. Continue data collection: telephone interview with new students, 8th graders, dropouts, and 1989 graduates, as well as 2nd round interviews with 1988 graduates and 1988-89 dropouts.
3. Record reviews on new students and 8th graders; continue collection of attendence and credit data.
4. Provide monthly school data reports.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 1700

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 130

Handicapping Condition	No. Served	Age Range
Behavioral Disorders	150	13 - 21
Deaf/blind	5	13 - 21
Health Impairment	30	13 - 21
Hearing Impairment	15	13 - 21
Learning Disability	1250	13 - 21
Mild Mental Retardation	130	13 - 21
Moderate Mental Retardation	55	13 - 21
Severe Mental Retardation	10	13 - 21
Multiple Handicap	40	13 - 21
Visual Impairment	5	13 - 21
Dropouts	100	13 - 21
Physical Disability	10	13 - 21

Professionals/parents receiving services (training) through project activities:
Project personnel - 3

PROJECT EVALUATION PLAN:
Evaluation Approach(es): Goal based, Goal free

Type of Data/Information Being Collected:
On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographic, Educational background, Assessment results, Progress in educational program, Prior work experience, Progress in employment training programs, Degree of integration, Postsecondary outcomes, Employment outcomes, Residential outcomes, Student/Client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status

Instrumentation:
Locally/Project Developed Instruments:
Telephone Interviews - 4 Versions, Case Manager Contact Log, Record Review Forms

Personnel Involved in Evaluation: Project director, Project coordinator, Project staff, R.I.

Type of Evaluation Reporting and Audience:
Type: Formal evaluation report, Executive summary, Data packet
Audience: Consumers, OSERS, Transition Institute, School districts

PROJECT PRODUCTS:

Product	Date Available
Project-developed instruments	12/01/88
Journal articles	12/01/90
Replication manual	12/01/91
Data packets (biannual)	Not Indicated

PROJECT TITLE:
Secondary Education and Transition
Services Follow-Up/Follow-Along

PROJECT DIRECTOR:
Alan Schultz

PROJECT COORDINATOR:
Marcia Price

CONTACT PERSON: Alan Schultz

MAILING ADDRESS:
Vocational Rehabilitation
1106 Herschler Building
Cheyenne, WY 82002

TELEPHONE #: 307-777-6836

INSTITUTE #: 227

COMPETITION #: 84.158R

PROJECT START DATE: 09/01/89
PROJECT END DATE: 08/31/92

PRIMARY GRANTEE:
State Vocational Rehabilitiation
ation Agency

GEOGRAPHIC AREA SERVED:
A region within a state

PUBLIC TRANSPORTATION: No

PROJECT PURPOSE:

The purpose of this project is: (1) to establish project sites and demonstrate a sophisticated data base follow-along system; (2) to gather and use longitudinal feedback on outcomes and process to recommend revisions in existing program options; and (3) to implement the follow-along and feedback systems statewide for continued use.

PROJECT FOCUS:

1. Hire project coordinator.
2. Obtain approval for Advisory Council.
3. Develop Advisory Council membership.
4. Plan strategies and timelines.
5. Promote development and training of local steering committees.
6. Select local project sites.
7. Evaluate outcomes.
8. Recruit second-year projects.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 500

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 350

PROJECT EVALUATION PLAN:

Evaluation Approach(es): Case study

Type of Data/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographic, Educational background, Assessment results, Progress in educational program, Prior work experience, Progress in employment training programs, Degree of integration, Postsecondary outcomes, Employment outcomes, Residential outcomes, Student/Client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status, Employment failure reasons

On Employers: Characteristics/demographics, Degree of collaboration between project and employers, Amount of direct service to employer, Employer satisfaction with project activities, Project impact on employers

On Postsecondary Education: Characteristics/demographics, Degree of collaboration between project and providers, Provider satisfaction with project activities, Project impact on providers

Personnel Involved in Evaluation: Project director, Project coordinator, Project staff, Third-party evaluator

Type of Evaluation Reporting and Audience:

Type: Formal evaluation report

Audience: Consumers, OSERS, Transition Institute, Advisory board, State agency, Department of Education, Advisory council members

PROJECT PRODUCTS:

Product	Date Available
Parent handbook	Not Indicated
Student handbook	Not Indicated
Training manual	Not Indicated
Journal articles	Not Indicated
Replication manual	Not Indicated

COMPETITION PROFILE: CFDA 84.158N

TRAINING AND EMPLOYMENT MODELS FOR YOUTH WITH HANDICAPS

INITIAL COMPETITION 2/12/88
SECOND COMPETITION 3/31/89

PURPOSE OF COMPETITION

The purposes of this priority were to develop, demonstrate, and disseminate models for preparation and placement of youth with severe disabilities in competitive or supported work prior to leaving school, including the introduction of these youth to adult service agency support networks. The intended outcome was the placement of youth with severe disabilities in competitive or supported employment.

Emphases included (1) partnerships with employers and measurement of employer satisfaction, (2) program evaluation to include outcome measures such as initial employment status, (3) working relationships between educational agencies and supported work efforts at the state or local level, and (4) working partnerships with families which demonstrate a commitment to maximizing independence.

In the second competition the purpose, emphases, and outcomes remained essentially the same as those proposed in the original competition. However, the term "severe" was removed as a descriptor of the target population and was replaced with the more general term, "youth with handicaps."

AUTHORITY

Authority for this program is contained in Section 626 of Part C of the Education of the Handicapped Act as amended by P.L. 99-457.

ELIGIBLE RECIPIENTS

Institutions of higher education, State educational agencies, local education agencies, and other public and private nonprofit institutions or agencies (including the State job training coordinating councils and service delivery area administrative entities established under the Job Training Partnership Act).

FUNDS AVAILABLE

Approximately $1,000,000 was expected to be available for up to ten projects in fiscal year 1988, whereas approximately $1,010,000 was available in fiscal year 1989 for the same number of projects.

NUMBER OF GRANTS AWARDED

Ten grants were awarded in the initial competition, while nine grants were awarded in the second competition.

DURATION

Project support was available for up to three years in both the 1988 and 1989 competitions subject to an annual review of progress and availability of funds.

SUMMARY OF 84.158N PROJECT PROFILES

GEOGRAPHIC AREA SERVED

Of the current 19 projects, six indicate serving a region of a state, five indicate serving a city of more than 100,000 people, and four report serving a county. The remaining four projects report serving two cities of 50,000 to 100,000 people, and two indicate serving a statewide area.

PRIMARY GRANTEE

Five universities, four public secondary schools, and three private nonprofit organizations were awarded grants under this competition. Two local education agencies, one university affiliated program, one Association for Retarded Citizens, one parent organization, and two state education agencies also were awarded grants under this competition.

PROJECT PARTICIPANTS

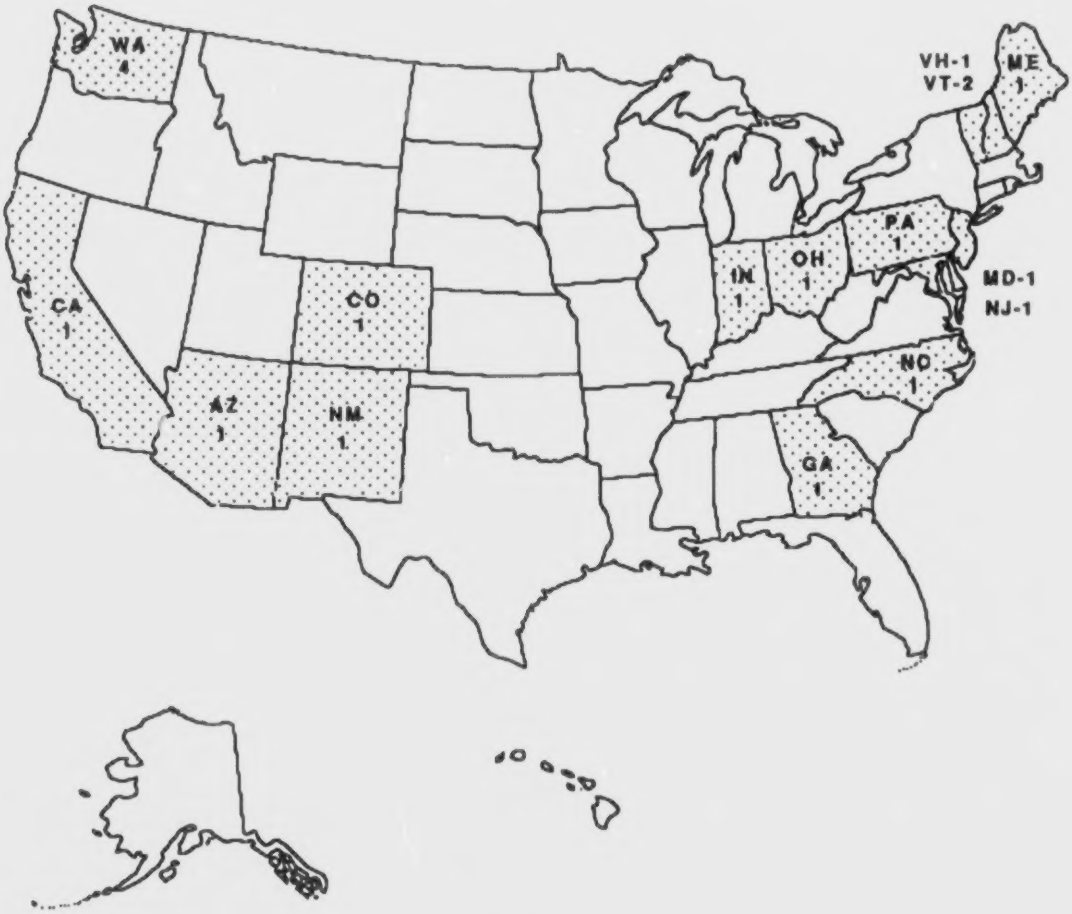
The current 19 projects report 2,167 persons with disabilities receiving direct services. These projects also were asked to estimate the total number of persons with disabilities who will benefit from services such as training. The projects indicate that approximately 2,876 such persons will be impacted. Forty-six percent (731) of the target population for this competition have the handicapping conditions of moderate mental retardation (320), severe mental retardation (194), and multiple handicaps (212). Thirty-seven percent of the target population are persons with learning disabilities (163), behavior disorders (146) and developmental disabilities (133). The remainder of the target population are persons with mild mental retardation (81), profound mental retardation (77), emotional disorders (56), visual impairment (46), and cerebral palsy (40).

All projects indicate the provision of related service components. These projects report training and service to 650 parents, 543 teachers, 436 agency personnel, 428 members of the business community, 65 project personnel, 82 students, 45 peer tutors, and 11 postsecondary faculty.

COOPERATING AGENCIES

All projects indicate involvement with cooperating agencies or organizations. Of these projects, 17 are cooperating with state agencies, 12 are cooperating with public secondary schools and local education agencies, and nine report cooperation with parent organizations. Six projects indicate cooperation with university affiliated programs and city or county governments, seven with private non-profit organizations, and eight with Associations for Retarded Citizens.

Location of 84.158N Projects
Geographic Distribution of Current 84.158N Projects as of May 1990
(N = 19)


WA
4
VH-1
VT-2
ME
1
CA
1
CO
1
PA
1
OH
1
IN
1
MD-1
NJ-1
NC
1
AZ
1
NM
1
GA
1

PROJECT TITLE:
Project T-QUAL

INSTITUTE #: 193

PROJECT DIRECTOR:
Betsy Bounds

COMPETITION #: 84.158N

PROJECT COORDINATOR:
Daniel Perino

PROJECT START DATE: 09/01/88
PROJECT END DATE: 08/31/91

CONTACT PERSON: Daniel Perino

MAILING ADDRESS:

Kellond Elementary School
6606 E. Lehigh Dr.
Tucson, Az 85710

PRIMARY GRANTEE:
Public Secondary School

TELEPHONE #: 602-798-2662

GEOGRAPHIC AREA SERVED:
A city of more than 100,000 people

See case study on p. 51

PUBLIC TRANSPORTATION: Yes

PROJECT PURPOSE:
To develop, demonstrate and disseminate a comprehensive school and community-based vocational training model that will prepare and place students with severe handicaps into supported work prior to leaving school. A three-phase project design will be used to successfully implement the project.

PROJECT FOCUS:
1. Conduct vocational assessments.
2. Conduct ecobehavioral analysis.
3. Conduct discrepancy analysis.
4. Conduct quality life assessment.
5. Conduct training.
6. Determine type or support materials needed.
7. Conduct job task analysis.
8. Identify special education dropouts.
9. Contact dropouts to determine reasons for leaving school.
10. Match students to appropriate work environments.
11. Determine effectiveness of marketing strategies.

PROJECT PARTICIPANTS:
Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 50

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 75

Handicapping Condition	No. Served	Age Range
Autism	7	16 - 22
Chronic Mental Illness	6	16 - 22

Profound Mental Retardation	28	16 - 22
Multiple Handicap	9	16 - 22

Professionals/parents receiving services (training) through project activities:

Parents - 25
Business/industry - 50
Agency personnel - 25
Teachers - 25

PROJECT EVALUATION PLAN:

Type of Data/Information Being Collected:

On Students/Clients: Type or extent of services rendered, Demographic, Assessment results, Progress in educational program, Prior work experience, Progress in employment training programs, Postsecondary outcomes, Employment outcomes, Student/Client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status

On Employers: Degree of collaboration between project and employers, Amount of direct service to employer, Employer satisfaction with project activities, Project impact on employers

On Postsecondary Education: Characteristics/demographics, Degree of collaboration between project and providers

Instrumentation:

Commercially Available Instruments Used by Projects: McCarron-Dial, SSSQ, Quality of Life Questionnaire, Ecological Inventory, Goodness of Fit

Locally/Project Developed Instruments: Employer Satisfaction/Student Work Performance, Parent Needs Assessment, Employer Attitude Survey, Family Questionnaire/Follow-up Data, Job Coach Tracking, Student Tracking Form

Personnel Involved in Evaluation: Project director, Project coordinator, Project staff, Third-party evaluator

Type of Evaluation Reporting and Audience:

Type: Formal evaluation report, Executive summary, Brochure/Pamphlet

Audience: Consumers, OSERS, Transition Institute, Advisory board, State agency, VR/DD, Postsecondary vocational agencies

PROJECT PRODUCTS:

Product	Date Available
Brochure	01/01/89
Parent handbook	01/01/90
Student handbook	01/01/90
Training manual	06/01/89
Project-developed instruments	Not Indicated
Video tape	06/01/90
Replication manual	08/01/91

PROJECT TITLE:
Grossmont Union High School District
Employment Development Project

INSTITUTE #: 231

PROJECT DIRECTOR:
Robert B. Daily

COMPETITION #: 84.158N

PROJECT COORDINATOR:
Glen Maxion

PROJECT START DATE: 10/01/89
PROJECT END DATE: 09/30/92

CONTACT PERSON: Glen Maxion

MAILING ADDRESS:
Grossmont Union High School District
Special Education Career Center
230 Jamacha Road
El Cajon, CA 92019

PRIMARY GRANTEE:
Public Secondary School

TELEPHONE #: 619-442-0693

GEOGRAPHIC AREA SERVED:
A city of more than 100,000 people

See case study on p. 49

PUBLIC TRANSPORTATION: Yes

PROJECT PURPOSE:
Approximately 25 individuals will grduate from Grossmont's severely handicapped program each of the three years of the project. The specific intent of the project is to ensure that at least 50% of each year's graduates will transition directly to paid employment in the community by establishing supported employment prior to the individuals' exiting school. Essential ingredients in the project proposal include increasing the number of California State Department of Developmental Services (DDS) funded adult programs in San Diego offering integrated service options, improving parent/consumer satisfaction with integrated adult living and working, and increasing employment opportunities for people with severe disabilities by tapping a largely untapped employment resource, public jobs.

PROJECT FOCUS:
1. Development of a self-advocacy curriculum guide.
2. Development of a leisure/recreation handbook and planning guide.
3. Establishment of at least 13 students in private or public sector employment.
4. Inservice adult service providers.
5. Establishment of a business advisory board.
6. Establishment of a parent support group.
7. Development/identification of project data forms, surveys, and questionnaires.

PROJECT PARTICIPANTS:
Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 260

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 99

Handicapping Condition	No. Served	Age Range
Autism	2	20 - 22
Mild Mental Retardation	18	19 - 22
Moderate Mental Retardation	35	20 - 22
Severe Mental Retardation	9	20 - 22
Profound Mental Retardation	13	20 - 22
Multiple Handicap	23	20 - 22

PROJECT EVALUATION PLAN:

Evaluation Approach(es): System analysis, Goal based

Type of Data/Information Being Collected:

On Students/Clients: Type or extent of services rendered, Demographic, Assessment results, Progress in educational program, Prior work experience, Progress in employment training programs, Degree of integration, Postsecondary outcomes, Employment outcomes, Student/Client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status

On Employers: Characteristics/demographics, Degree of collaboration between project and employers, Amount of direct service to employer, Employer satisfaction with project activities, Project impact on employers

On Postsecondary Education: Characteristics/demographics, Degree of collaboration between project and providers, Amount of direct service to providers, Provider satisfaction with project activities, Project impact on providers

Instrumentation:

Commercially Available Instruments Used by Projects:
WAIS-R, Binet (LM), WISC-R, Baylgy Scales, CELF (HIGH), EASIC, BRACKEN, SPELT, PPVT, TACL, Vineland, COPS, PIES, WRAT, CAT

Locally/Project Developed Instruments:
Skills Inventory, Vocational Rating Scale, Employer Satisfaction Rating Scale, Parent Interview - IEP/ITP, Parent Survey, Process Evaluation

Personnel Involved in Evaluation: Project director, Project coordinator, Project staff

Type of Evaluation Reporting and Audience:

Type: Formal evaluation report, Executive summary

Audience: Consumers, OSERS, Transition Institute, Advisory board, State agency, California Department of Rehabilitation, Area Board, SD Regional Center, San Diego State University, University of Illinois, Transition Institute

PROJECT PRODUCTS:

Product	Date Available
Newsletter	Not Indicated
Parent handbook	Not Indicated
Student handbook	Not Indicated
Training manual	Not Indicated
Project-developed instruments	Not Indicated
Curricula	Not Indicated
Replication manual	Not Indicated

PROJECT TITLE:
Productive Youth in the Community

PROJECT DIRECTOR:
Joe Hendrickson

PROJECT COORDINATOR:
Steven Miller

CONTACT PERSON: Joe Hendrickson

MAILING ADDRESS:
Poudre School District
Office of Special Education
2407 Laporte Ave.
Fort Collins, CO 80521

TELEPHONE #: 303-490-3213

INSTITUTE #: 232

COMPETITION #: 84.158N

PROJECT START DATE: 08/01/89
PROJECT END DATE: 07/31/92

PRIMARY GRANTEE:
Local Education Agency

GEOGRAPHIC AREA SERVED:
A city of 50,000 to 100,000 people

PUBLIC TRANSPORTATION: Yes

PROJECT PURPOSE:
To place and support 20 students with emotional and behavioral disabilities in paid community jobs prior to their exit from public school. For each student, connections will be made with appropriate adult and social service agencies to assure continued postsecondary employment.

PROJECT FOCUS:
1. Form and convene Advisory Council and adopt project mission statement.
2. Write and develop career skills curriculum and implement it at the junior and senior high levels.
3. Finalize eligibility criteria for admission of students into the supported employment program.
4. Secure employment with needed supports for 75 students.
5. Work with parents to involve them in the project.
6. Collect demographic and baseline data on all project participants.
7. Initiate formative evaluation activities.

PROJECT PARTICIPANTS:
Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 75

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 720

Handicapping Condition	No. Served	Age Range
Behavioral Disorders	35	13 - 21
Emotional Disorder	35	13 - 21
Learning Disability	6	13 - 21
Mild Mental Retardation	3	13 - 21

Professionals/parents receiving services (training) through project activities:

Parents - 35
Business/industry - 90
Project personnel - 10
Undergraduate/graduate students - 20
Agency personnel - 25
Teachers - 10
Postsecondary faculty - 4

PROJECT EVALUATION PLAN:

Evaluation Approach(es): System analysis, Goal based, Case study

Type of Data/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographic, Educational background, Assessment results, Progress in educational program, Prior work experience, Progress in employment training programs, Degree of integration, Postsecondary outcomes, Employment outcomes, Student/Client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status

On Employers: Characteristics/demographics, Degree of collaboration between project and employers, Amount of direct service to employer, Employer satisfaction with project activities, Project impact on employers

On Postsecondary Education: Characteristics/demographics, Degree of collaboration between project and providers, Amount of direct service to providers, Provider satisfaction with project activities, Project impact on providers

Personnel Involved in Evaluation: Project director, Project coordinator, Project staff

Type of Evaluation Reporting and Audience:

Type: Formal evaluation report, Executive summary, Brochure/Pamphlet

Audience: Consumers, OSERS, Transition Institute, Advisory board, State agency, Colorado Rehabilitation Services, Colorado Department of Education, Local school board

PROJECT PRODUCTS:

Product	Date Available
Brochure	01/01/90
Parent handbook	01/01/90
Student handbook	01/01/90
Training manual	01/01/92
Project-developed instruments	01/01/91
Slide presentation	01/01/90
Curricula	01/01/90
Journal articles	01/01/92
Replication manual	01/01/92

PROJECT TITLE:
Project SETS: Supported Employment and Transition Services

INSTITUTE #: 197

PROJECT DIRECTOR:
Paul Alberto

COMPETITION #: 84.158N

PROJECT COORDINATOR:
Nancy Elliott

PROJECT START DATE: 10/01/88
PROJECT END DATE: 09/30/91

CONTACT PERSON: Nancy Elliott

MAILING ADDRESS:
Dept. of Special Education
Georgia State University
University Plaza
Atlanta, GA 30303

PRIMARY GRANTEE:
University or Four-Year College

TELEPHONE #: 404-651-2310

GEOGRAPHIC AREA SERVED:
A region within a state

PUBLIC TRANSPORTATION: No

PROJECT PURPOSE:

Project SETS is a process to facilitate the transition into supported employment for students with severe disabilities. Project SETS works with three metro Atlanta counties to develop this process within each county. Local and state rehabilitation services, mental retardation services, and education agencies are cooperating to develop the transition process and supported employment training program.

PROJECT FOCUS:

1. Develop interagency transition planning groups in three counties.
2. Conduct inservice training to LEA teachers and paraprofessionals in two counties.
3. Conduct inservice training for MR service center job coaches in two counties.
4. Organize a state advisory board for transition process.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 120

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 60

Handicapping Condition	No. Served	Age Range
Deaf/blind	2	16 - 25
Moderate Mental Retardation	115	16 - 25
Severe Mental Retardation	45	16 - 25
Profound Mental Retardation	5	16 - 25

Professionals/parents receiving services (training) through project activities:
Agency personnel - 30
Teachers - 25
Paraprofessionals - 25

PROJECT EVALUATION PLAN:

Evaluation Approach(es): System analysis, Goal based, Goal free, Decision making

Type of Data/Information Being Collected:

On Students/Clients: Type or extent of services rendered, Demographic, Educational background, Assessment results, Progress in educational program, Prior work experience, Progress in employment training programs, Degree of integration, Employment outcomes

On Employers: Characteristics/demographics, Degree of collaboration between project and employers, Amount of direct service to employer, Employer satisfaction with project activities, Project impact on employers

On Postsecondary Education: Characteristics/demographics, Degree of collaboration between project and providers, Amount of direct service to providers, Project impact on providers

Instrumentation:

Commercially Available Instruments Used by Projects:
VACG

Personnel Involved in Evaluation: Project director, Project coordinator, Project staff, Advisory board, Third-party evaluator

Type of Evaluation Reporting and Audience:

Audience: Consumers, OSERS, Transition Institute, Advisory board, State agency

PROJECT PRODUCTS:

Product	Date Available
Parent handbook	06/01/90
Training manual	08/30/90
Project-developed instruments	08/30/90
Slide presentation	08/30/90
Curricula	Not Indicated
Journal articles	Not Indicated
Replication manual	09/30/91

PROJECT TITLE:
Go Directly To Work! A Community Model for Youth with Severe Disabilities

PROJECT DIRECTOR:
Barbara Wilcox

PROJECT COORDINATOR:
Jim Panzer

CONTACT PERSON: Jim Panzer

MAILING ADDRESS:
Institute for the Study of DD
Indiana University
2853 E. 10th St.
Bloomington, IN 47405

TELEPHONE #: 812-855-6508

INSTITUTE #: 233

COMPETITION #: 84.158N

PROJECT START DATE: 10/01/89
PROJECT END DATE: 09/30/92

PRIMARY GRANTEE:
University Affiliated Program

GEOGRAPHIC AREA SERVED:
A region within a state

PUBLIC TRANSPORTATION: Yes

PROJECT PURPOSE:

Over the course of three years, the project will work with two LEA's and their constituent communities. As a result, three cohorts of graduates with severe disabilties should go directly into supported employment, and communities should have available a validated model for coordinating their resources to support the goal of employment for all special education school leavers.

PROJECT FOCUS:

1. Technical assistance in developing community-based work experiences for 53 students.
2. Regional conferences disseminating information related to transition to include teachers, parents, VR counselors, and adult service providers.
3. Finalize evaluation instruments.
4. Initiate Community Planning Councils in two communities.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 450

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 53

Handicapping Condition	No. Served	Age Range
Developmental Disability	53	14 - 21
Multiple Handicap	10	15 - 21

Professionals/parents receiving services (training) through project activities:

Parents - 42
Business/industry - 21
Teachers - 11
Postsecondary faculty - 1
Undergraduate/graduate students - 20
Agency personnel - 29
Peer tutors - 27
Project personnel - 4

PROJECT EVALUATION PLAN:

Evaluation Approach(es): System analysis, Goal based

Type of Data/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographic, Educational background, Assessment results, Progress in educational program, Prior work experience, Progress in employment training programs, Degree of integration, Employment outcomes, Student/Client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status

On Employers: Characteristics/demographics, Degree of collaboration between project and employers, Amount of direct service to employer, Employer satisfaction with project activities, Project impact on employers

Instrumentation:

Locally/Project Developed Instruments:
High School Implementation Checklist, Employer Satisfaction, Employment Training Site Profile, Employer Profile, Co-worker Satisfaction, Parent Satisfaction, Student Satisfaction, Graduate Follow-up, Employment Training Summary, Work History, Senior Status, Job Inventory Work Sheet, Job Site Data Sheet, Employer Contact Form

Personnel Involved in Evaluation: Project director, Project coordinator, Project staff, Advisory board, Staff evaluator

Type of Evaluation Reporting and Audience:

Type: Formal evaluation report

Audience: Consumers, OSERS, Advisory board, State agency, DMH, VR, OSE

PROJECT PRODUCTS:

Product	Date Available
Brochure	06/01/90
Parent handbook	01/01/90
Training manual	03/01/90
Project-developed instruments	Not Indicated
Slide presentation	06/01/90
Journal articles	Not Indicated

PROJECT TITLE:
Putting Disabled Youth to Work: A Business-Education Partnership

PROJECT DIRECTOR:
Richard Balser

PROJECT COORDINATOR:
Brenda Harvey

CONTACT PERSON: Brenda Harvey

MAILING ADDRESS:
Maine Medical Center
22 Bramhall St.
Portland, ME 04102

TELEPHONE #: 207-871-2463

See case study on p. 48

INSTITUTE #: 195

COMPETITION #: 84.158N

PROJECT START DATE: 10/01/88
PROJECT END DATE: 09/30/91

PRIMARY GRANTEE:
Hospital/Medical Center

GEOGRAPHIC AREA SERVED:
A city of more than 100,000 people

PUBLIC TRANSPORTATION: Yes

PROJECT PURPOSE:

Project "Putting Disabled Youth to Work: A Business-Education Partnership" demonstrates how five entities in the community (i.e. school, family, municipality, private business, and service providers) can work jointly to focus curriculum on labor market needs and skills necessary for employment and provide practical paid supported work experience for high school-age youth with severe handicapping conditions. The ultimate goal of this three year project is to increase the number of severely disabled youth by 50, who obtain and maintain jobs with the necessary supports upon graduation. These youth are from two demonstration communities in Maine: South Portland and Westbrook. This project will achieve the overall goal by helping students to explore career options while still in school; demonstrating a student's capability for employment by providing a number of job experiences which build upon each other; collecting evaluative data on the student's tolerence for work and ability to get along on the job; documenting the relationship of the specific disability and the necessary supports for job performance; and building a work record through paid employment.

PROJECT FOCUS:

1. Implement curriculum including SUCCESS component.
2. Develop families and gifted students as job coaches, evaluators.
3. Continue parent forums.
4. Develop Chamber of Commerce role to include dissemination of project activities.
5. Expand advisory committee role.
6. Collect evaluation data on student experiences.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 226

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 226

Handicapping Condition	No. Served	Age Range
Behavioral Disorders	58	15 - 20
Communication Disorders	12	15 - 20
Emotional Disorder	42	15 - 20
Learning Disability	102	15 - 20
Multiple Handicap	12	15 - 20

Professionals/parents receiving services (training) through project activities:

Parents - 48
Business/industry - 50
Teachers - 12
Undergraduate/graduate students - 2
Agency personnel - 10
Peer tutors - 18
Project personnel - 3

PROJECT EVALUATION PLAN:

Evaluation Approach(es): System analysis, Goal based, Professional review, Case study

Type of Data/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographic, Assessment results, Prior work experience, Progress in employment training programs, Degree of integration, Postsecondary outcomes, Employment outcomes, Student/Client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status

On Employers: Characteristics/demographics, Degree of collaboration between project and employers, Amount of direct service to employer, Employer satisfaction with project activities, Project impact on employers,

On Postsecondary Education: Degree of collaboration between project and providers, Amount of direct service to providers, Provider satisfaction with project activities

Instrumentation:

Commercially Available Instruments Used by Projects:
SUCCESS Program

Locally/Project Developed Instruments:
Situation Assessment Checklist, Individual Company Evaluation Forms, Work Behavior Rating Form, Family Forum Evaluation, Employer Satisfaction Questionnaire, Company Profile, Parent Survey, Graduate Survey, Work Experience Survey, Summer Work Experience Survey, Employer Contact Log, Student Ability Log, Project Activity Summary

Personnel Involved in Evaluation: Project director, Project coordinator, Project staff, Advisory board, Third-party evaluator

Type of Evaluation Reporting and Audience:

Type: Brochure/Pamphlet, Project Anaual Report

Audience: Consumers, OSERS, Transition Institute, Advisory board, State agency, MH/MR/DD/VR/DECS, Teachers

PROJECT PRODUCTS:

Product	Date Available
Project-developed instruments	01/30/89
Curricula	06/30/90
Journal articles	06/30/91
Replication manual	09/30/91
Teacher/Agency handbook	06/01/89

PROJECT TITLE:
Supported Employment for Youth with Handicaps Through Interagency Collaboration

INSTITUTE #: 198

PROJECT DIRECTOR:
Richard G. Luecking

COMPETITION #: 84.158N

PROJECT START DATE: 08/01/88
PROJECT END DATE: 07/31/91

CONTACT PERSON: Richard G. Luecking

MAILING ADDRESS:
TransCen, Inc.
230 N. Washington St.
Suite 200
Rockville, MD 20850

PRIMARY GRANTEE:
Private Non-Profit Agency

TELEPHONE #: 301-424-2002

GEOGRAPHIC AREA SERVED:
A county

See case study on p. 50

PUBLIC TRANSPORTATION: Yes

PROJECT PURPOSE:
The project's goal is to ensure that students of Montgomery County Public Schools with severe disabilities obtain supported employment while still in school, and upon graduation, retain that employment. Four collaborating entities with complimentary responsibilities utilize staff pooling and longitudinal coordination and planning to affect this employment. Systematic on-the-job training occurs during the final year before students graduate, as job coaches from adult agencies pool efforts with assigned public school instructional staff. Transition planning procedures are employment-focused based on the job development and matching conducted by project-funded job developers and a long term IHP developed by involved parties. Collaborating adult service agencies provide long term support after graduation.

PROJECT FOCUS:
1. Six 1990 graduates placed and trained in supported work settings.
2. Six 1991 graduates trained at rotational job training sites.
3. Six 1992 graduates trained at rotational job training sites.
4. Development of needs assessment package for Year 2 replication site.
5. Development of consolidated IEP/IHP for Year 2 graduates.

PROJECT PARTICIPANTS:
Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 135

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 18

Handicapping Condition	No. Served	Age Range
Severe Mental Retardation	10	19 - 22
Profound Mental Retardation	2	19 - 22
Multiple Handicap	6	19 - 22

Professionals/parents receiving services (training) through project activities:

Agency personnel - 6
Teachers - 10
Project personnel - 4

PROJECT EVALUATION PLAN:

Evaluation Approach(es): Goal based, Professional review

Type of Data/Information Being Collected:

On Students/Clients: Type or extent of services rendered, Prior work experience, Employment outcomes, Satisfaction of significant others with student/client progress or status, Intensity of training, Program costs

On Employers: Characteristics/demographics, Degree of collaboration between project and employers, Employer satisfaction with project activities

On Postsecondary Education: Project impact on providers

Instrumentation:

Locally/Project Developed Instruments:

Work Site Analysis, Job Development Contact Data, Model Replication Checklist, Student Work Evaluation, Student Performance Data, Teacher Training Evaluation Rating Scale, Employer Survey, Parent Survey, Staff Activity Logs

Personnel Involved in Evaluation: Project director, Project staff, Advisory board, Third-party evaluator

Type of Evaluation Reporting and Audience:

Type: Formal evaluation report

Audience: Consumers, OSERS, Transition Institute, Advisory board, Replication sites

PROJECT PRODUCTS:

Product	Date Available
Project-developed instruments	04/30/89
Journal articles	01/31/90
Replication manual	04/30/91

PROJECT TITLE:
The Development and Validation of
Co-worker Support Models for Students
With Disabilities

INSTITUTE #: 235

PROJECT DIRECTOR:
Jan Nisbet

COMPETITION #: 84.158N

PROJECT COORDINATOR:
Patty Cotton

PROJECT START DATE: 09/01/89
PROJECT END DATE: 08/31/92

CONTACT PERSON: Patty Cotton

MAILING ADDRESS:
Institute on Disability
4 Hood House
University of New Hampshire
Durham, NH 03824

PRIMARY GRANTEE:
University or Four-Year College

TELEPHONE #: 603-862-4196

GEOGRAPHIC AREA SERVED:

PUBLIC TRANSPORTATION: No

PROJECT PURPOSE:

Work with four school districts to develop co-worker support models for students with disabilities prior to graduation from the school system. Develop a circle of support for each student (including family, friends, employers, neighbors, community members, interested persons) to focus on goals and strategies to solve problems and enhance community life. Exploration of material supports provided by co-workers and community members to support integrated adult routines will be a major focus of the project. Transitional task forces, including representation from key agency and community members will be developed to generate effective transition practices and policies.

PROJECT FOCUS:

1. Identification of four project sites and initial student involvement.
2. Begin implementation of co-worker support models.
3. Development of circles of support for project participants.
4. Development of Regional Transitional Task Forces.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 45

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 45

PROJECT EVALUATION PLAN:

Personnel Involved in Evaluation: Project director, Project coordinator, Advisory board, Third-party evaluator

PROJECT TITLE:
Transition from School to Work Through Supported Employment

INSTITUTE #: 199

PROJECT DIRECTOR:
Rebecca S. McDonald

COMPETITION #: 84.158N

PROJECT COORDINATOR:
Lucinda Gabri/ Lawrence Smith

PROJECT START DATE: 10/01/88
PROJECT END DATE: 10/01/91

CONTACT PERSON: Rebecca S. McDonald

MAILING ADDRESS:
ARC Union County
1225 South Avenue
Plainfield, NJ 07062

PRIMARY GRANTEE:
Association for Retarded Citizens

TELEPHONE #: 201-754-5910

GEOGRAPHIC AREA SERVED:
A county

See case study on p. 46

PUBLIC TRANSPORTATION: Yes

PROJECT PURPOSE:

Over a three-year period this project will place 30 students from Union County in supported employment prior to exiting special education services. All students involved in the project will be experiencing paid work in an integrated work site through one of the supported employment models provided by the project prior to graduation. All targeted students will have an ITP, developed via a collaborative process with the student, family, school personnel and adult service agencies.

PROJECT FOCUS:

1. Serving 12 students.
2. Implementing PASS for each student.
3. Working with SPAN.
4. Developing project guidelines.
5. Involving Business Advisory Council.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 75

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 30

Handicapping Condition	No. Served	Age Range
Autism	2	18 - 21
Moderate Mental Retardation	8	18 - 21
Severe Mental Retardation	8	18 - 21
Profound Mental Retardation	2	18 - 21
Multiple Handicap	10	18 - 21

Professionals/parents receiving services (training) through project activities:

Parents - 150
Business/industry - 50
Project personnel - 5
Undergraduate/graduate students - 10
Agency personnel - 100
Teachers - 20

PROJECT EVALUATION PLAN:

Evaluation Approach(es): Goal based, Professional review

Type of Data/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographic, Educational background, Assessment results, Progress in educational program, Degree of integration, Employment outcomes, Student/Client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status

On Employers: Characteristics/demographics, Degree of collaboration between project and employers, Amount of direct service to employer, Employer satisfaction with project activities, Project impact on employers

Instrumentation:

Locally/Project Developed Instruments:
Employer Satisfaction Rating Scale, Parental Surveys, Job Sampling Form

Personnel Involved in Evaluation: Project director, Third-party evaluator

Type of Evaluation Reporting and Audience:

Type: Formal evaluation report, Monograph, Journal Articles, Technical Assistance Report

Audience: Consumers, OSERS, Transition Institute, Advisory board, State agency, DVR, DDD, DOE

PROJECT PRODUCTS:

Product	Date Available
Parent handbook	12/31/90
Slide presentation	12/30/90
Curricula	08/31/91
Journal articles	12/31/91
Replication manual	12/31/91

PROJECT TITLE: Transition Model for Supported Employment Services	INSTITUTE #: 196
PROJECT DIRECTOR: Brennan Mahoney	COMPETITION #: 84.158N
PROJECT COORDINATOR: Mike Grange/Judy Schatzman	PROJECT START DATE: 10/01/88 PROJECT END DATE: 09/30/91
CONTACT PERSON: Brennan Mahoney	
MAILING ADDRESS: Albuquerque Public Schools P.O. Box 25704 Albuquerque, NM 87125	PRIMARY GRANTEE: Public Secondary School
TELEPHONE #: 505-842-3741	GEOGRAPHIC AREA SERVED: A city of more than 100,000 people
	PUBLIC TRANSPORTATION: Yes

PROJECT PURPOSE:

Increase competitive employment outcomes for students with moderate and severe disabilities. Train paraprofessionals to become job coaches. Serve a minimum of 50 students per year. Provide referral services for transition, supported employment, postsecondary education, and community living. Develop job coach training manual, parent training manual, and other products. Disseminate outcomes. Obtain continued funding of project.

PROJECT FOCUS:

1. Develop job Coach training manual.
2. Develop parent training manual.
3. Employ Degree of Implementation as evaluation system.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 500

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 300

Handicapping Condition	No. Served	Age Range
Behavioral Disorders	45	17 - 22
Cerebral Palsy	10	17 - 22
Communication Disorders	25	17 - 22
Hearing Impairment	5	17 - 22
Learning Disability	25	17 - 22
Mild Mental Retardation	25	17 - 22

Moderate Mental Retardation	25	17 - 22
Severe Mental Retardation	20	17 - 22
Profound Mental Retardation	10	17 - 22
Multiple Handicap	80	17 - 22
Brain Injury	8	17 - 22
Visual Impairment	10	17 - 22

Professionals/parents receiving services (training) through project activities:

Parents - 100
Business/industry - 75
Project personnel - 20
Undergraduate/graduate students - 20
Agency personnel - 100
Teachers - 100

PROJECT EVALUATION PLAN:

Evaluation Approach(es): System analysis, Goal based, Professional review

Type of Data/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographic, Assessment results, Prior work experience, Progress in employment training programs, Degree of integration, Postsecondary outcomes, Employment outcomes, Residential outcomes, Student/Client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status

On Employers: Characteristics/demographics, Degree of collaboration between project and employers, Amount of direct service to employer, Employer satisfaction with project activities

On Postsecondary Education: Characteristics/demographics, Degree of collaboration between project and providers, Provider satisfaction with project activities

Instrumentation:

Commercially Available Instruments Used by Projects:
WAIS, Leiter, Stanford Binet, Bennett Mechanical Comprehension Test, Bennett Hand Tool Dexterity Test, Valpar, Career Aptitude Placement Survey, McCarron-Dial, Career Occupational Placement System, Vocational Assessment & Curriculm Guide, General Aptitude Test Battery, Peabody Picture Vocabulary Test, Vineland, Street Survival Skills Questionnaire, SPIB, SPIB-T, Associated Workskills Checklist, Becker Interest Inventory, Career Occupational Performance System, Behavior Rating Scale, ICAP, McCarron Assessment of Muscle Development, Purdue, WRAT, Woodcock Johnson, Brigance, PIAT

Locally/Project Developed Instruments:
Associated Workskills, Student Evaluations, Employer Satisfaction Rating Scale, Parent/Student Satisfaction Survey, Consumer/Teacher Interview Form

Personnel Involved in Evaluation: Project director, Project coordinator, Project staff, Advisory board, Consultant, Vocational assessment specialist

Type of Evaluation Reporting and Audience:
Type: Formal evaluation report, Executive summary
Audience: OSERS, Transition Institute, Advisory board, State agency, DVR, DD

PROJECT PRODUCTS:

Product	Date Available
Brochure	Not Indicated
Parent handbook	Not Indicated
Training manual	12/31/90
Project-developed instruments	Not Indicated
Slide presentation	12/31/90
Video tape	12/31/90
Journal articles	09/30/91

PROJECT TITLE:
POWER: Power Options for Work, Education, and Recreation

INSTITUTE #: 234

PROJECT DIRECTOR:
Kay Holjes

COMPETITION #: 84.158N

PROJECT COORDINATOR:
Judy Thompson

PROJECT START DATE: 10/01/89
PROJECT END DATE: 09/30/92

CONTACT PERSON: Judy Thompson

MAILING ADDRESS:
3509 Haworth Dr.
Suite 402
Raleigh, NC 27609

PRIMARY GRANTEE:
Private Non-Profit Agency

TELEPHONE #: 919-782-8346

GEOGRAPHIC AREA SERVED:
A county

PUBLIC TRANSPORTATION: Yes

PROJECT PURPOSE:

The purpose of this project is to provide a full range of transitional services to assist students with disabilities to obtain and maintain satisfying, renumerative jobs prior to graduation.

PROJECT FOCUS:

1. Students will demonstrate skills and behaviors necessary for living in the community.
2. Families will be involved and knowledgeable about their family member's transition to adulthood.
3. Teachers will set realistic, functional goals for students and educate them appropriately based on community-referenced curricula.
4. The community will expand opportunities for integration and participation of people with moderate and severe developmental disabilities.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 25

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 25

Handicapping Condition	No. Served	Age Range
Autism	3	16+
Moderate Mental Retardation	8	16+
Severe Mental Retardation	8	16+
Profound Mental Retardation	2	16+
Multiple Handicap	4	16+

Professionals/parents receiving services (training) through project activities:

Parents - 50
Business/industry - 25
Project personnel - 6
Undergraduate/graduate students - 5
Agency personnel - 25
Teachers - 15

PROJECT EVALUATION PLAN:

Evaluation Approach(es): System analysis, Goal based, Goal free, Professional review

Type of Data/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographic, Assessment results, Progress in educational program, Prior work experience, Progress in employment training programs, Degree of integration, Postsecondary outcomes, Employment outcomes, Student/Client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status

On Employers: Characteristics/demographics, Amount of direct service to employer, Employer satisfaction with project activities

Personnel Involved in Evaluation: Project director, Project coordinator, Project staff, Advisory board, Interagency team

Type of Evaluation Reporting and Audience:

Type: Formal evaluation report, Executive summary, Brochure/Pamphlet

Audience: Consumers, OSERS, Transition Institute, State agency, MH, DD, VR, Public Instruction, Local interagency group, Local rehabilitation facilities, Parent Groups

PROJECT PRODUCTS:

Product	Date Available
Brochure	03/01/90
Newsletter	06/01/90
Parent handbook	10/01/89
Project-developed instruments	04/01/90
Slide presentation	03/01/91
Curricula	06/01/91
Journal articles	06/01/92

PROJECT TITLE:
Development and Evaluation of a Transition Employer Network for Youth with Severe Handicaps

PROJECT DIRECTOR:
Robert Flexer

PROJECT COORDINATOR:
Thomas Simmons

MAILING ADDRESS:
310 White Hall
Kent State University
Kent, OH 44242

TELEPHONE #: 216-672-2662

INSTITUTE #: 236

COMPETITION #: 84.158N

PROJECT START DATE: 08/01/89
PROJECT END DATE: 07/31/92

PRIMARY GRANTEE:
University or Four-Year College

GEOGRAPHIC AREA SERVED:
A region within a state

PUBLIC TRANSPORTATION: Yes

PROJECT PURPOSE:
1. Development and implementation of a Transition Employer Network Model to assist in job development and placement.
2. Development and implementation of an Interagency Team to provide individual job supports.
3. Replication of the Transition Employer Network model to evaluate critical components.
4. Dissemination and utilization of the model to foster widespread adoption of Employer Networks.

PROJECT FOCUS:
1. Develop an Employer Advisory Board in Canton, OH.
2. Develop a Transition Service Providers team in Canton, OH.
3. Develop a referral process for students who are not projected to be successful in obtaining employment.
4. Develop transition planning for 25 students.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 100

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 50

Handicapping Condition	No. Served	Age Range
Cerebral Palsy	20	18 - 24
Developmental Disability	20	18 - 24
Severe Mental Retardation	10	18 - 24

Professionals/parents receiving services (training) through project activities:
Business/industry - 50 Teachers - 50

PROJECT EVALUATION PLAN:

Evaluation Approach(es): Goal based, Case study

Type of Data/Information Being Collected:
On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographic, Educational background, Assessment results, Progress in educational program, Prior work experience, Progress in employment training programs, Degree of integration, Postsecondary outcomes, Employment outcomes, Student/Client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status
On Employers: Characteristics/demographics, Degree of collaboration between project and employers, Amount of direct service to employer, Employer satisfaction with project activities, Project impact on employers
On Postsecondary Education: Degree of collaboration between project and providers, Provider satisfaction with project activities, Project impact on providers

Personnel Involved in Evaluation: Project director, Project coordinator

Type of Evaluation Reporting and Audience:
Type: Formal evaluation report, Executive summary
Audience: Consumers, OSERS, Transition Institute, Advisory board, State agency, State Rehabilitation, Local schools

PROJECT PRODUCTS:

Product	Date Available
Newsletter	Not Indicated
Journal articles	Not Indicated
Replication manual	Not Indicated

PROJECT TITLE:
A Collaborative Model: Education, Rehabilitation, and Business

PROJECT DIRECTOR:
Lynne Dellinger

PROJECT COORDINATOR:
Maura Sutherland

CONTACT PERSON: Maura Sutherland

MAILING ADDRESS:
Associated Services for the Blind
919 Walnut St.
Philadelphia, PA 19107

TELEPHONE #: 215-627-0600

INSTITUTE #: 237

COMPETITION #: 84.158N

PROJECT START DATE: 10/01/89
PROJECT END DATE: 09/30/92

PRIMARY GRANTEE:
Private Non-Profit Agency

GEOGRAPHIC AREA SERVED:
A region within a state

PUBLIC TRANSPORTATION: Yes

PROJECT PURPOSE:
Establish a model demonstration program for assisting visually impaired youth in Pennsylvania during the transition from high school to competitive or supported work environments and independent living. Students will be assessed for job readiness, vocational aptitude, and ability to function independently. Two weekend workshops will be offered to parents and students. A summer program will address rehabilitation and vocational needs. Thirty-six students will be included in this project.

PROJECT FOCUS:
Identify 12 visually impaired students. Assess abilities and needs. Schedule spring and fall workshops. Conduct summer program (hire staff). Develop job bank for supported and supportive employment. Develop brochure and parent needs assessment. Implement parent support group. Develop employer satisfaction questionnaire. Meet with directors of other transition projects. Prepare article for publication. Formulate vocational placement assessment form. Begin to prepare for next round.

PROJECT PARTICIPANTS:
Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 70

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 36

Handicapping Condition	No. Served	Age Range
Visual Impairment	36	15 - 20

PROJECT PRODUCTS:

Product	Date Available
Brochure	Not Indicated
Newsletter	Not Indicated
Parent handbook	Not Indicated
Project-developed instruments	Not Indicated
Slide presentation	Not Indicated
Video tape	Not Indicated
Journal articles	Not Indicated

PROJECT TITLE:
The Community Employment Placement Project

PROJECT DIRECTOR:
John McDonnell

PROJECT COORDINATOR:
Brad Ferguson

CONTACT PERSON: Brad Ferguson

MAILING ADDRESS:
CEPP
1078 Annex
University of Utah
Salt Lake City, UT 84112

TELEPHONE #: 801-581-3330

See case study on p. 47

INSTITUTE #: 202

COMPETITION #: 84.158N

PROJECT START DATE: 10/01/88
PROJECT END DATE: 09/30/91

PRIMARY GRANTEE:
Local Education Agency

GEOGRAPHIC AREA SERVED:
A state

PUBLIC TRANSPORTATION: Yes

PROJECT PURPOSE:

To develop a comprehensive educational model that will place students with severe disabilities who are between the ages of 19 and 22 in supported employment programs prior to their leaving school. The Community Employment Placement Project (CEPP) will develop and field test an employment model in three school districts. The model will be replicated in three additional school districts that will include both urban and rural areas.

PROJECT FOCUS:

Replicate the CEPP model in three additional school districts in Utah.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 100

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 50

Handicapping Condition	No. Served	Age Range
Severe Mental Retardation	50	19-22

Professionals/parents receiving services (training) through project activities:

Parents - 100
Teachers - 10
Agency personnel - 25
Project personnel - 3

PROJECT EVALUATION PLAN:

Evaluation Approach(es): System analysis

Type of Data/Information Being Collected:

On Students/Clients: Type or extent of services rendered, Demographic, Educational background, Assessment results, Progress in educational program, Prior work experience, Progress in employment training programs, Degree of integration, Employment outcomes, Residential outcomes, Student/Client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status

On Employers: Degree of collaboration between project and employers, Amount of direct service to employer, Employer satisfaction with project activities, Project impact on employers

Instrumentation:

Commercially Available Instruments Used by Projects:
Scales of Independent Behavior, ICAP

Locally/Project Developed Instruments:
Employer Satisfaction, Graduate Follow-Up Survey

Personnel Involved in Evaluation: Project director, Project coordinator, Project staff, Advisory board

Type of Evaluation Reporting and Audience:

Type: Brochure/Pamphlet

Audience: Consumers, OSERS, Transition Institute, Advisory board, State agency

PROJECT PRODUCTS:

Product	Date Available
Brochure	01/31/89
Journal articles	Not Indicated

PROJECT TITLE:
Vermont's School-Based Supported
Employment Model

INSTITUTE #: 194

PROJECT DIRECTOR:
Susan Brody Hasazi

COMPETITION #: 84.158N

PROJECT START DATE: 07/01/88
PROJECT END DATE: 06/30/91

MAILING ADDRESS:
Department of Special Education
405 Waterman Building
University of Vermont
Burlington, VT 05405

PRIMARY GRANTEE:
University or Four-Year College

TELEPHONE #: 802-656-2936

GEOGRAPHIC AREA SERVED:
A region within a state

PUBLIC TRANSPORTATION: Yes

PROJECT PURPOSE:

The purpose of this project is to design, implement, and evaluate a model supported employment program that will increase employment prospects for secondary students with severe handicaps, specifically those students labeled learning impaired, and/or severely emotionally disturbed. The project's major goal is to demonstrate that Vermont's regional special class programs can be modified such that they result in the following outcomes: (1) provide supported employment upon graduation or completion for all program participants; (2) serve a broad range of students who have severe disabilitities; (3) increase community integration; (4) integrate students who otherwise would have no participation in their home schools; (5) increase productive collaboration among schools and adult service providers; (6) involve employers in a visible and rewarding way in public education.

PROJECT FOCUS:

1. Seven additional students will be integrated into their home schools.
2. Delivery of a masters level, university sponsored course held in a local high school, "Topics in Regular Special Education". Twelve teachers and high school principals participated.
3. Provide supported employment for 10 students labeled severely emotionally disturbed and/or learning impaired.
4. Participation in follow-up interviews for special education students who have exited district schools; associated data base and review.
5. Dissemination of information - local, statewide forums on "components of a model program".

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 100

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 60

Handicapping Condition	No. Served	Age Range
Behavioral Disorders	5	14 - 22
Emotional Disorder	10	14 - 22
Mild Mental Retardation	5	14 - 22
Moderate Mental Retardation	15	14 - 22
Severe Mental Retardation	5	14 - 22
Multiple Handicap	20	14 - 22

Professionals/parents receiving services (training) through project activities:

Parents - 7
Teachers - 30
Agency personnel - 5
Project personnel - 5

PROJECT EVALUATION PLAN:

Evaluation Approach(es): System analysis, Goal based, Goal free, Decision making

Type of Data/Information Being Collected:

On Students/Clients: Type or extent of services rendered, Demographic, Assessment results, Progress in educational program, Prior work experience, Progress in employment training programs, Degree of integration, Postsecondary outcomes, Employment outcomes, Student/Client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status

On Employers: Characteristics/demographics, Degree of collaboration between project and employers, Amount of direct service to employer, Employer satisfaction with project activities, Project impact on employers

On Postsecondary Education: Degree of collaboration between project and providers, Provider satisfaction with project activities

Instrumentation:

Commercially Available Instruments Used by Projects:
WAIS-R, WISC-R, Achenbach Behavior Checklist

Locally/Project Developed Instruments:
Vocational Task Analysis Forms, Behavior Checklist, Parent, Employer, and Student Satisfaction Questionnaires, Special Education Graduate Needs Assessment, Grant Evaluation Questionnaire, Components of Model Program Review Form, Follow-Up Interview Form

Personnel Involved in Evaluation: Project staff

Type of Evaluation Reporting and Audience:

Type: Formal evaluation report, Executive summary, Vocational and Integration Data

Audience: Consumers, OSERS, Transition Institute, Advisory board, State agency, Department of Education, LEA's, Teachers, Administrators

PROJECT PRODUCTS:

Product	Date Available
Project-developed instruments	03/01/90
Curricula	06/01/90

PROJECT TITLE:
The LOGICal Approach to Supported Employment

INSTITUTE #: 201

PROJECT DIRECTOR:
Bridget Cullerton

COMPETITION #: 84.158N

PROJECT COORDINATOR:
Carla Jackson

PROJECT START DATE: 08/01/88
PROJECT END DATE: 07/31/91

CONTACT PERSON: Carla Jackson

MAILING ADDRESS:
Office of The Supt. Of Public
Instruction
Old Capital Building, FG-11
Olympia, WA 98504

PRIMARY GRANTEE:
State Educational Agency

TELEPHONE #: 206-753-6733

GEOGRAPHIC AREA SERVED:
A state

PUBLIC TRANSPORTATION: Yes

PROJECT PURPOSE:

The purpose of the LOGIC project is to improve access to and placement in supported employment for students at graduation through reallocation of energy, resources and responsibilities across agencies and systems. To reach this goal, the LOGIC project proposed the following objectives:

1. To improve the competence and capacity of teachers, agencies, and parents to impact student preparation and placement in supported employment.
2. To install and support four novel approaches to developing supported employment based on needs of local communities.
3. To evaluate the effectiveness of each approach.
4. To package and disseminate decision-making guidelines for replication by interested counties, LEAs, parents, and state officials.

PROJECT FOCUS:

1. Implementing action plans developed in the intial four sites.
2. Selecting four additional sites for project implementation.
3. Developing a statewide vendor directory.
4. Delivering inservice opportunities to teachers, parents, and adult agency staff.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 300

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 125

Handicapping Condition	No. Served	Age Range
Autism	6	14 - 21
Cerebral Palsy	5	14 - 21
Moderate Mental Retardation	66	14 - 21
Severe Mental Retardation	28	14 - 21
Profound Mental Retardation	15	14 - 21
Multiple Handicap	5	14 - 21

Professionals/parents receiving services (training) through project activities:

Parents - 28
Business/industry - 14
Project personnel - 2
Undergraduate/graduate students - 5
Agency personnel - 46
Teachers - 120
Administrators - 10

PROJECT EVALUATION PLAN:

Evaluation Approach(es): Goal based, Case study

Type of Data/Information Being Collected:
On Students/Clients: Demographic, Prior work experience, Progress in employment training programs, Employment outcomes, Satisfaction of significant others with student/client progress or status
On Employers: Employer satisfaction with project activities
On Postsecondary Education: Characteristics/demographics, Degree of collaboration between project and providers, Provider satisfaction with project activities

Instrumentation:
Locally/Project Developed Instruments:
Behavior Planning Tool, SET Checklist, Vendor Directory, Transition to Supported Employment Matrix

Personnel Involved in Evaluation: Project coordinator, Project staff

Type of Evaluation Reporting and Audience:
Type: Formal evaluation report, Executive summary, Brochure/Pamphlet
Audience: OSERS, Transition Institute, Advisory board, State agency, OSPI, DVR, DDD, DD Planning Council, PAVE, Individual Project Sites/CountynPersonnel

PROJECT PRODUCTS:

Product	Date Available
Brochure	09/30/88
Newsletter	11/30/89
Project-developed instruments	01/01/89
Journal articles	Not Indicated
Vendor directory	04/30/90
Supported employment checklist	03/31/90
Guidelines for cooperative contracting	01/31/89

PROJECT TITLE:
13th Year VTI Career Success Program

INSTITUTE #: 239

PROJECT DIRECTOR:
John Emerson

COMPETITION #: 84.158N

PROJECT START DATE: 10/01/89
PROJECT END DATE: 09/30/92

CONTACT PERSON: John Emerson

MAILING ADDRESS:
Washington Research Institute
180 Nickerson St.
Suite 103
Seattle, WA 98109

PRIMARY GRANTEE:
Research Institute

TELEPHONE #: 206-285-9317

GEOGRAPHIC AREA SERVED:
A region within a state

PUBLIC TRANSPORTATION: Yes

PROJECT PURPOSE:
This funded project aims to develop a postsecondary job training, placement, and support program for mildly handicapped students ages 16 - 21. The program will be integrated into an existing vocational technical institute (VTI) and will work cooperatively with the local school district. The primary goal is to provide direct job placements and support, along with recreation and leisure planning, and counseling services.

PROJECT FOCUS:
During year 1 the project is primarily concerned with project planning, curriculum development, and implementation of a transition planning process at the school district. Also, an advisory board will be developed and the initial work started on identifying a funding formula for a postsecondary program for disabled students.

PROJECT PARTICIPANTS:
Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 90

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 45

Handicapping Condition	No. Served	Age Range
Behavioral Disorders	3	16 - 21
Emotional Disorder	4	16 - 21
Learning Disability	30	16 - 21
Mild Mental Retardation	8	16 - 21
Dropouts	15	16 - 21

Professionals/parents receiving services (training) through project activities:

Parents - 25	Postsecondary faculty - 6

PROJECT EVALUATION PLAN:

Evaluation Approach(es): System analysis, Goal based, Case study

Type of Data/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographic, Educational background, Assessment results, Progress in educational program, Prior work experience, Progress in employment training programs, Degree of integration, Postsecondary outcomes, Employment outcomes, Student/Client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status

On Employers: Characteristics/demographics, Employer satisfaction with project activities, Project impact on employers

On Postsecondary Education: Characteristics/demographics, Amount of direct service to providers, Provider satisfaction with project activities, Project impact on providers

Personnel Involved in Evaluation: Project director, Project staff, Advisory board

Type of Evaluation Reporting and Audience:

Type: Formal evaluation report, Executive summary, Brochure/Pamphlet

Audience: Consumers, OSERS, Transition Institute, Advisory board, LEA

PROJECT PRODUCTS:

Product	Date Available
Brochure	09/01/90
Project-developed instruments	Not Indicated
Video tape	Not Indicated
Journal articles	Not Indicated
Replication manual	09/01/92

PROJECT TITLE:
Interagency Transition Partnership

PROJECT DIRECTOR:
Kris Hirschmann/Evie MacCuaig

PROJECT COORDINATOR:
Richard King

CONTACT PERSON: Kris Hirschmann

MAILING ADDRESS:
Tacoma School District #10
P.O. Box 1357
Tacoma, WA 98401

TELEPHONE #: 206-596-1088

INSTITUTE #: 200

COMPETITION #: 84.158N

PROJECT START DATE: 09/01/88
PROJECT END DATE: 08/31/91

PRIMARY GRANTEE:
Public Secondary School

GEOGRAPHIC AREA SERVED:
A city of more than 100,000 people

PUBLIC TRANSPORTATION: Yes

PROJECT PURPOSE:

The Interagency Partnership is a cooperative effort of Tacoma Public Schools, Vadis Northwest, and Pierce County Social Services to increase placement of youth with disabilities into individual supported jobs prior to high school graduation, and to coordinate ongoing support in jobs after graduation. The target population is youth 18 - 23 years old who qualify for service from the Division of Developmental Disabiltities. Each student who participates in this program will have an assessment done by teachers and job placement specialists; individual transition plans (ITP's) which will include transition goals and responsibilities in the areas of vocational, residential, leisure, and ongoing financial needs; and one or more individual job placements (paid and unpaid) prior to graduation.

PROJECT FOCUS:

1. Inservice training for school district staff.
2. Parent/student workshops to increase awareness and advocacy skills.
3. County wide resource fair.
4. Transition plans for all seniors and juniors in program.
5. Increase in unpaid work experiences for targeted students.
6. Increase in number of students placed in paid employment prior to graduation.
7. Complete Support Needs Survey on all targeted graduating students.
8. Increase participation by targeted students in job club activities.
9. Increase communication with agencies in the county who will be receiving targeted graduating students.
10. Increase communication of students' needs/strengths to placement agencies.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 120

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 120

Handicapping Condition	No. Served	Age Range
Autism	2	21
Cerebral Palsy	5	16 - 21
Communication Disorders	2	18 - 21
Health Impairment	8	16 - 21
Mild Mental Retardation	22	16 - 21
Moderate Mental Retardation	48	16 - 21
Severe Mental Retardation	6	16 - 21
Multiple Handicap	28	16 - 21
Brain Injury	8	16 - 21

Professionals/parents receiving services (training) through project activities:

Parents - 40
Teachers - 100
Project personnel - 3

PROJECT EVALUATION PLAN:

Evaluation Approach(es): Goal based

Type of Data/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographic, Educational background, Assessment results, Progress in educational program, Prior work experience, Progress in employment training programs, Postsecondary outcomes, Employment outcomes, Student/Client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status

On Employers: Characteristics/demographics, Amount of direct service to employer, Employer satisfaction with project activities, Project impact on employers

On Postsecondary Education: Amount of direct service to providers

Instrumentation:

Commercially Available Instruments Used by Projects:
WISC-R, WAIS-R, PPVTI, ICAP, Devereaux, PIES, WRIOT, PIC, WRAT, Woodcock-Johnson, Goodwill Work Evaluation

Locally/Project Developed Instruments:
Vocational Placement Record, Critical Skills List, Supervisors Evaluation of Employees, Support Needs Assessment, Student Tracking System, Transition Plan, Agency Referral Packet

Personnel Involved in Evaluation: Project director, Project coordinator, Project staff, Advisory board, Staff evaluator

Type of Evaluation Reporting and Audience:

Type: Formal evaluation report, Executive summary, Brochure/Pamphlet

Audience: Consumers, OSERS, Transition Institute, Advisory board, School Board, DDD, DVR, VADIS

PROJECT PRODUCTS:

Product	Date Available
Brochure	11/30/89
Parent handbook	06/01/90
Student handbook	06/01/90
Training manual	08/01/90
Project-developed instruments	11/01/89
Journal articles	06/01/90

PROJECT TITLE:
Expert Transition System Project

PROJECT DIRECTOR:
Joseph J. Stowitschek

PROJECT COORDINATOR:
John Dineen/Bernice Laden

CONTACT PERSON: Joseph J. Stowitschek

MAILING ADDRESS:
Expert Transition Service Project
University of Washington
Experimental Education Unit, WJ-10
Seattle, WA 98195

TELEPHONE #: 206-543-4011

INSTITUTE #: 238

COMPETITION #: 84.158N

PROJECT START DATE: 10/01/89
PROJECT END DATE: 09/30/92

PRIMARY GRANTEE:
University or Four-Year College

GEOGRAPHIC AREA SERVED:
A county

PUBLIC TRANSPORTATION: Yes

PROJECT PURPOSE:

The purpose of this project is to develop a locally-based model expert system and service components to integrate systematic transition planning with (a) the development of early supported employment planning, (b) the reformulation of instructional curriculum which is referenced to employment and other community outcomes, and (c) the reorientation of follow-up services provided by adult rehabilitation agencies to promote continuous progress in the employment status of youths with moderate and severe handicaps.

PROJECT FOCUS:

1. Assemble a body of information regarding best practice in individual transition planning.
2. Design, develop, and implement a pilot expert transition system.
3. Place at least five students with moderate or severe handicaps into supported employment.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 60

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 30

Handicapping Condition	No. Served	Age Range
Developmental Disability	25	16 - 22
Multiple Handicap	5	16 - 22

Professionals/parents receiving services (training) through project activities:

Teachers - 5	Job Coaches - 5

PROJECT EVALUATION PLAN:

Evaluation Approach(es): Goal based

Type of Data/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographic, Assessment results, Progress in educational program, Prior work experience, Progress in employment training programs, Employment outcomes

On Employers: Characteristics/demographics, Amount of direct service to employer

Instrumentation:

Locally/Project Developed Instruments:

Student Training Review Form, Critical Decision Variables Rating Scale, Intake Interview

Personnel Involved in Evaluation: Project director, Project coordinator, Project staff, Staff evaluator

Type of Evaluation Reporting and Audience:

Type: Formal evaluation report

Audience: OSERS, Transition Institute, Advisory board

PROJECT PRODUCTS:

Product	Date Available
Brochure	Not Indicated
Project-developed instruments	Not Indicated
Journal articles	Not Indicated
Replication manual	Not Indicated
Expert transition system	Not Indicated

COMPETITION PROFILE: CFDA 84.078C

POSTSECONDARY EDUCATION PROGRAMS FOR HANDICAPPED PERSONS: DEMONSTRATION PROJECTS

INITIAL COMPETITION: 3/7/85
SECOND COMPETITION: 12/16/85
THIRD COMPETITION: 12/8/86
FOURTH COMPETITION: 12/18/87
FIFTH COMPETITION: 11/10/89

PURPOSE OF COMPETITION

The purpose of this competition was to provide assistance for the development, operation, and dissemination of specially designed model programs of postsecondary, vocational, technical, continuing, or adult education for individuals with disabilities. The absolute priority for this competition was for model projects of supportive services to individual's with handicapping conditions, other than deafness, that focus on specially adapted or designed educational programs that coordinate, facilitate, and encourage education of these individuals with their nondisabled peers. Applicants were encouraged to consider program and curricular adaptations or modifications, or the creation and enhancement of placement linkages that would improve the transition to work. In the initial competition applicants were encouraged to develop models of generic postsecondary services for students which improve the transition to work, including program adaptation, curricula design and modification, program organization, and placement linkages.

Projects in vocational technical schools and institutions, and at community colleges and other two-year institutions were especially invited. Projects were to produce information and practices which would facilitate their replication in other agencies and improve work opportunities for persons with disabilities who are served in postsecondary settings.

The next two competitions also focused on the absolute priority of the initial competitions however, the invitational priority for the second and third competitions specified a focus on individuals with specific learning disabilities. The third competition also emphasized a focus on new or innovative models of improved support services, curricular modifications, and/or program adaptations for students with disabilities. The fourth competition priority supported model programs that provide development or refinement of employment-related skills to youths with mild and moderate disabilities.

In the fifth competition, the priority was to improve vocational outcomes for youth who have recently completed secondary education programs, and to focus on short- and long-term educational interventions necessary to assist youth in securing competitive employment.

AUTHORITY

Authority for this program is contained in Section 625 of Part C of the Education of the Handicapped Act.

ELIGIBLE RECIPIENTS

State educational agencies, institutions of higher education, junior and community colleges, vocational and technical institutions, and other nonprofit educational agencies were eligible for each of the five competitions.

FUNDS AVAILABLE

Approximately $1,000,000 was available for support of an estimated 12-14 new grants in fiscal year 1985. The approximate amount available for the second competition (fiscal year 1986) was $800,000 for support of 12 new demonstration projects. The approximate funds available for FY1987 was $1,000,000 for an estimated 10 awards. In FY1988 the approximate amount of funds for 11 awards were $1,000,000, and for the fifth competition (FY1989) approximately $800,000 was available to fund an additional 10 model projects.

NUMBER OF GRANTS AWARDED

In FY1985, 14 demonstration grants were awarded, and in FY1986, 13 new demonstration grants were awarded. Twenty new grants were awarded in FY1987, 11 in FY1988, and nine in FY1989.

DURATION

For FY1985 and FY1986, grant approval was for two- and three-year periods subject to an annual review of progress and availability of funds. For FY1987, grant approval was for one-, two-, and three-year periods. All grants awarded in FY1988 and FY1989 were for a three-year period. A total of 32 projects under this competition have expired to date.

SUMMARY OF 84.078C PROJECT PROFILES

GEOGRAPHIC AREA SERVED

Of the 35 current projects, 12 indicate serving a region of a state, nine indicate serving a city of more than 100,000 people, five report serving a county, and four projects report serving a region of the nation. Of the remaining five projects, two indicate serving a city of 50,000 to 100,000 people, one project reports serving a statewide area, one project indicates serving a town of 10,000 to 50,000 people, and one reports serving a town of 5,000 to 10,000 people.

PRIMARY GRANTEE

Eighteen universities, nine community colleges, and three private non-profit agencies received grant awards under this competition. One public secondary school, one university affiliated program, one area vocational center, and two state educational agencies also were awarded grants under this competition.

PROJECT PARTICIPANTS

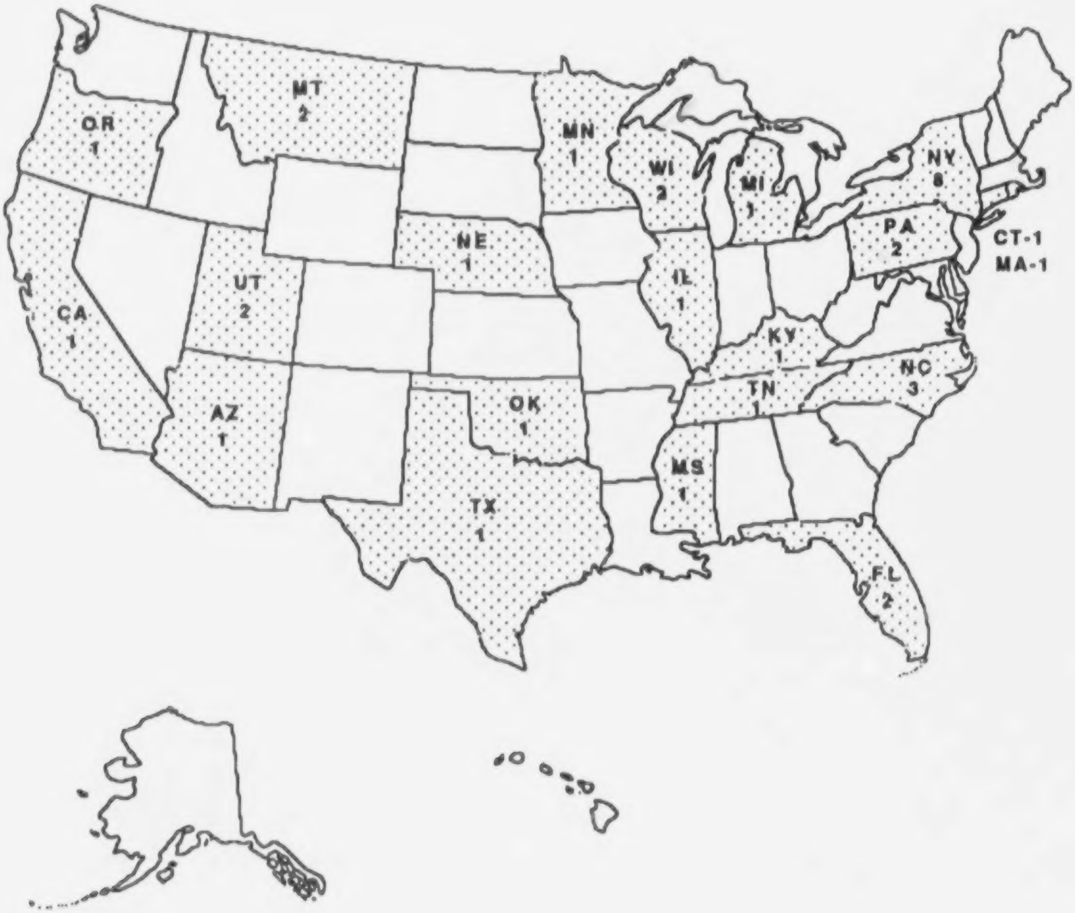
The current projects report 4,056 persons with disabilities receiving direct services. These projects also were asked to estimate the total number of persons with disabilities who will receive benefit from services such as training. The projects indicate that approximately 49,450 such persons will be impacted. Seventy-nine percent (2,723) of the target population for this competition are persons with learning disabilities. Four percent (138) of the target population for this competition have the handicapping condition of chronic mental illness.

All projects indicate the provision of related service components. These projects report training and service to 2,229 teachers, 1,637 students, 1,455 postsecondary faculty, 987 parents, 974 agency personnel, 590 members of the business community, and 244 project personnel.

COOPERATING AGENCIES

All projects indicate involvement with cooperating agencies or organizations. Of these projects, 24 report cooperation with state agencies, 15 are cooperating with public secondary schools, 12 are cooperating with community colleges, and eight projects are cooperating with either local education agencies, or Associations for Retarded Citizens. Seven projects report cooperation with area vocational centers, six projects indicate cooperation with universities, community rehabilitation facilities, or private nonprofit agencies, and five report cooperation with JTPA's or for-profit agencies (e.g., businesses).

Location of 84.078C Projects
Geographic Distribution of Current 84.078C Projects as of May 1990
(N = 35)


OR
1
MT
2
MN
1
WI
2
MI
1
NY
8
PA
2
CT-1
MA-1
NE
1
IL
1
UT
2
CA
1
KY
1
NC
3
TN
1
OK
1
AZ
1
MS
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PROJECT TITLE:
SMILE: Successful Moves to Independent Living and Employment

INSTITUTE #: 240

PROJECT DIRECTOR:
Robert Crawford

COMPETITION #: 84.078C

PROJECT START DATE: 07/01/89
PROJECT END DATE: 06/30/92

CONTACT PERSON: Robert Crawford

MAILING ADDRESS:
P.O. Box 15112
Phoenix, AZ 85060

PRIMARY GRANTEE:
Private Non-Profit Agency

TELEPHONE #: 602-254-0822

GEOGRAPHIC AREA SERVED:
A city of more than 100,000 people

PUBLIC TRANSPORTATION: Yes

PROJECT PURPOSE:
The purpose of this project is to develop and implement a program which will provide literacy in academics, computers, and the workplace. Coupled with the literacy effort is training in functional skills, vocational exploration and training, relevant community-based social experiences, and job placement. The target population are those adolescents and young adults with LD and/or related disorders who have exited from high school as dropouts or graduates, but with virtually no functional or vocational skills. They are from two settings: (1) those in the Arizona Foster Care System's Young Adult Program; and (2) Voc-rehab clients from the rural areas of Arizona. The primary goal is to develop a model which provides successful transition from school to adult and working life with the emphasis on optimal employment commensurate with capabilities.

PROJECT FOCUS:
1. Establish an Advisory Committee.
2. Finalize linkages with state, court, local agencies, institutions, and other adult service providers and employer training sites.
3. Design the curricula and procedures for all components of the program and a case management system.
4. Test the model program by implementing it with at least 20 clients.
5. Conduct a formative evaluation to identify areas that need to be refined or revised prior to the second year of program implementation.

PROJECT PARTICIPANTS:
Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 15

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 15

Handicapping Condition	No. Served	Age Range
Learning Disability	15	17 - 21

Professionals/parents receiving services (training) through project activities:

Parents - 12	Agency personnel - 25
Business/industry - 3	Project personnel - 15
Postsecondary faculty - 2	

PROJECT EVALUATION PLAN:

Evaluation Approach(es): System analysis

Type of Data/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographic, Educational background, Assessment results, Progress in educational program, Progress in employment training programs, Degree of integration, Employment outcomes, Residential outcomes, Satisfaction of significant others with student/client progress or status

Instrumentation:

Commercially Available Instruments Used by Projects:
WAIS-R, APTICOM, WRAT, Detroit, Learning Styles Inventory

Locally/Project Developed Instruments:
Project Designed Packets, Competency Checklist, Tracking Forms, Staff Logs

Personnel Involved in Evaluation: Project director, Project staff, Advisory board, Third-party evaluator

Type of Evaluation Reporting and Audience:

Type: Formal evaluation report

Audience: Consumers, OSERS, Advisory board

PROJECT PRODUCTS:

Product	Date Available
Brochure	07/01/91
Student handbook	05/01/90
Project-developed instruments	09/01/92
Video tape	09/01/90
Curricula	09/01/92
Journal articles	09/01/92
Replication manual	09/01/92

PROJECT TITLE:
Project Employment, Employment for the Disabled

PROJECT DIRECTOR:
Charles Wall

PROJECT COORDINATOR:
Charles Wall

CONTACT PERSON: Charles Wall

MAILING ADDRESS:
Bakersfield College
1801 Panorama Dr.
Bakersfield, CA 93305

TELEPHONE #: 805-395-4070

INSTITUTE #: 241

COMPETITION #: 84.078C

PROJECT START DATE: 09/01/89
PROJECT END DATE: 06/01/92

PRIMARY GRANTEE:
Community/Junior/Technical College

GEOGRAPHIC AREA SERVED:
A city of more than 100,000 people

PUBLIC TRANSPORTATION: Yes

PROJECT PURPOSE:

To increase the employability and employment of disabled students at Bakersfield College. The college will build permanent bridges between the College's Supportive Services Center and local businesses. An advisory council acts as the structural support for this bridge and is composed of representatives from local businesses and Bakersfield College.

PROJECT FOCUS:

1. Establish advisory committee.
2. Select project staff.
3. Construct and distribute questionnaires to all disabled students at Bakersfield College.
4. Survey area businesses interested in working with the disabled.
5. Place students in on-campus and off-campus positions, both volunteer and paid.
6. Develop five-year projection and plan.
7. Conduct community wide meeting to introduce Project Employment to employers.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 502

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 502

Handicapping Condition	No. Served	Age Range
Hearing Impairment	36	17 - 60
Learning Disability	198	17 - 60

Speech Impairment	18	17 - 60
Visual Impairment	22	17 - 60
Physical Disability	135	17 - 60

Professionals/parents receiving services (training) through project activities:

Business/industry - 200
Project personnel - 3
Teachers - 25
Postsecondary faculty - 25

PROJECT EVALUATION PLAN:

Evaluation Approach(es): System analysis, Goal based, Goal free, Professional review, Case study

Type of Data/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographic, Educational background, Prior work experience, Progress in employment training programs, Degree of integration, Employment outcomes

On Employers: Characteristics/demographics, Degree of collaboration between project and employers, Employer satisfaction with project activities, Project impact on employers

Instrumentation:

Locally/Project Developed Instruments:
Survey Of Employer Needs, Job and Career Interest Questionnaire

Personnel Involved in Evaluation: Project director, Project coordinator, Project staff, Advisory board

Type of Evaluation Reporting and Audience:

Type: Formal evaluation report, Executive summary, Brochure/Pamphlet
Audience: Consumers, OSERS, Transition Institute, Advisory board

PROJECT PRODUCTS:

Product	Date Available
Brochure	11/01/89
Newsletter	Not Indicated
Project-developed instruments	11/01/89
Video tape	Not Indicated
Journal articles	01/01/92
Replication manual	06/01/92

PROJECT TITLE:
The Northeast Technical Assistance
Center for LD College Programming

PROJECT DIRECTOR:
Loring Brinckerhoff

CONTACT PERSON: Loring Brinkerhoff

MAILING ADDRESS:
University of Connecticut
Center for LD College Programming
U-64, Special Education Center
Storrs, CT 06268

TELEPHONE #: 203-486-4033

INSTITUTE #: 153

COMPETITION #: 84.078C

PROJECT START DATE: 08/01/87
PROJECT END DATE: 07/31/90

PRIMARY GRANTEE:
University or Four-Year College

GEOGRAPHIC AREA SERVED:
A region of the nation

PUBLIC TRANSPORTATION: No

PROJECT PURPOSE:
To encourage and enhance postsecondary programming for learning disabled students. To develop a regional technical assistance center that will implement a variety of model technical assistance activities including workshops, on-site consultation, development of model programs, and dissemination in order to enhance both the quantity and quality of LD college programming efforts in the Northeast.

PROJECT FOCUS:
1. Identify technical assistance trainees.
2. Implement state workshops.
3. Provide technical assistance and on-site training to trainees at the center and in their own site.
4. Establish model programs in the region.

PROJECT PARTICIPANTS:
Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 0

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 0

Professionals/parents receiving services (training) through project activities:
Postsecondary faculty - 120
Legislators - 20

PROJECT EVALUATION PLAN:
Evaluation Approach(es): Decision making

Personnel Involved in Evaluation: Project director, Students (225 hrs.)

Type of Evaluation Reporting and Audience:
Type: Formal evaluation report
Audience: OSERS, State agency, State education agency, Professional associations

PROJECT PRODUCTS:

Product	Date Available
Brochure	Not Indicated
Newsletter	Not Indicated
Technical reports	01/01/90

PROJECT TITLE:
Center for Assessment and Training for the Handicapped

INSTITUTE #: 210

PROJECT DIRECTOR:
Carolyn Allen

COMPETITION #: 84.078C

PROJECT COORDINATOR:
Margaret Edmonds/Walter Johnson

PROJECT START DATE: 07/01/88
PROJECT END DATE: 06/30/91

CONTACT PERSON: Carolyn Allen

MAILING ADDRESS:
Valencia Community College
P.O.Box 3028
Orlando, FL 32802

PRIMARY GRANTEE:
Community/Junior/Technical College

TELEPHONE #: 407-299-5000

GEOGRAPHIC AREA SERVED:
A region within a state

See case study on p. 28

PUBLIC TRANSPORTATION: Yes

PROJECT PURPOSE:

Valencia Community College will provide a replicable model postsecondary program that develops and refines the employment related skills of students with mild and moderate handicaps thereby, increasing the job placement rate for handicapped individuals. The project will provide the tools and methods for supportive services that enable handicapped persons to complete their postsecondary education and achieve a successful transition to the business world. Valencia will utilize the grant to provide Center for Assessment and Training which will include a Work Evaluation Program, a Job Readiness and Employability Skills Program, a Co-op Placement Component, a Physical Fitness Assessment, and a Job Placement and Follow-Up Service. In addition, there will be a comprehensive assessment of the A.S. degree programs and employers will be encouraged to consider hiring qualified individuals with disabilities.

PROJECT FOCUS:

1. Continue to work with the advisory board as they assist with this years objectives: establishing co-op placements, and marketing the program to community businesses.
2. Continue to provide work evaluation and expand upon the vocational counseling process.
3. Continue to improve the Job Readiness Component.
4. Continue to assess the A.S. degrees at Valencia.
5. Establish a video product for students and employers.
6. Continue to follow-up on program students.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 800

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 450

Handicapping Condition	No. Served	Age Range
Cerebral Palsy	7	17+
Deaf/blind	17	17+
Emotional Disorder	13	17+
Epilepsy	4	17+
Health Impairment	6	17+
Hearing Impairment	17	17+
Learning Disability	32	17+
Multiple Handicap	2	17+
Spinal Cord Injury	19	17+
Brain Injury	8	17+
Visual Impairment	6	17+
Substance Abuse	26	17+
Physical Disability	35	17+

Professionals/parents receiving services (training) through project activities:

Parents - 10	Agency personnel - 50
Business/industry - 25	Peer tutors - 20
Teachers - 25	Project personnel - 3
Postsecondary faculty - 30	
Undergraduate/graduate students - 190	

PROJECT EVALUATION PLAN:

Evaluation Approach(es): Goal based, Case study

Type of Data/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographic, Educational background, Assessment results, Progress in educational program, Prior work experience, Progress in employment training programs, Degree of integration, Postsecondary outcomes, Employment outcomes, Student/Client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status

On Employers: Characteristics/demographics, Degree of collaboration between project and employers, Amount of direct service to employer, Employer satisfaction with project activities, Project impact on employers

On Postsecondary Education: Characteristics/demographics, Degree of collaboration between project and providers, Amount of direct service to providers, Provider satisfaction with project activities, Project impact on providers

Instrumentation:

Commercially Available Instruments Used by Projects:
APTICOM, ASSETT, Career Assessment, Harrington-O'Shea, Myers-Briggs

Locally/Project Developed Instruments:
Resume Checklist, Pre-Employment Interviews, Case History Form, Evaluation Questionnaire, Card Index

Personnel Involved in Evaluation: Project director, Project coordinator, Project staff, Advisory board, Third-party evaluator

Type of Evaluation Reporting and Audience:
Type: Formal evaluation report, Executive summary, Brochure/Pamphlet
Audience: Consumers, OSERS, Transition Institute, Advisory board, State agency, Community colleges, VR, DBS, County school system

PROJECT PRODUCTS:

Product	Date Available
Brochure	01/01/90
Newsletter	06/01/90
Video tape	06/01/90
Journal articles	06/01/90
Replication manual	06/01/91

PROJECT TITLE:
Transition from Community College to Employment

INSTITUTE #: 154

PROJECT DIRECTOR:
Pat Hackett-Waters

COMPETITION #: 84.078C

PROJECT START DATE: 09/01/87
PROJECT END DATE: 08/31/90

CONTACT PERSON: Pat Hackett-Waters

MAILING ADDRESS:
Valencia Community College
P.O. Box 3028, MC 4-11
Orlando, FL 32802

PRIMARY GRANTEE:
Community/Junior/Technical College

TELEPHONE #: 407-299-5000

GEOGRAPHIC AREA SERVED:
A region within a state

See case study on p. 22

PUBLIC TRANSPORTATION: Yes

PROJECT PURPOSE:

The CADD Program is a business-driven, state-of-the-art training program developed by the CADD Business Advocacy Council (BAC) and implemented by the Valencia Community College staff. The intensive training is offered through a 40-hour week, eight month, hands-on direct instruction at VCC (six months classroom instruction, two months internship at a BAC member company). In addition to the CADD technical training curriculum a parallel curriculum in professional socialization is provided to enhance employability of the student. CADD will enroll a minimum of 24 students, train in CADD, assist in job placement, and conduct follow-up activities for 100 days.

PROJECT FOCUS:

1. Enroll two classes of 15 students per session.
2. Conduct five dissemination conferences to foster replication.
3. Develop a replication manual, disseminate materials.
4. Secure additional funding to continue program when grant expires.
5. Increase membership in the Business Advisory Council.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 40

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 0

Handicapping Condition	No. Served	Age Range
Cerebral Palsy	2	30 - 40
Chronic Mental Illness	2	30 - 45
Developmental Disability	1	40 - 50

Epilepsy	1	30 - 40
Health Impairment	4	30 - 40
Hearing Impairment	3	20 - 30
Spinal Cord Injury	10	20 - 40
Physical Disability	25	20 - 55

Professionals/parents receiving services (training) through project activities:

Parents - 100
Business/industry - 50
Postsecondary faculty - 50
Agency personnel - 50
Project personnel - 7

PROJECT EVALUATION PLAN:

Type of Data/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographic, Educational background, Assessment results, Progress in educational program, Prior work experience, Progress in employment training programs, Postsecondary outcomes, Employment outcomes, Student/Client satisfaction with services/outcomes obtained

On Employers: Degree of collaboration between project and employers, Employer satisfaction with project activities

On Postsecondary Education: Characteristics/demographics, Degree of collaboration between project and providers, Amount of direct service to providers

Instrumentation:

Commercially Available Instruments Used by Projects:
GATB, Myers-Briggs

Locally/Project Developed Instruments:
BAC Evaluation Form, BAC Student Selection Form, Professional Socialization Survey, CADD Student Survey

Personnel Involved in Evaluation: Project director, Project staff, Advisory board, Third-party evaluator

Type of Evaluation Reporting and Audience:

Type: Formal evaluation report, Executive summary, Brochure/Pamphlet

Audience: Consumers, OSERS, Transition Institute, Advisory board, State agency, CIL, NRA, Business Advisory Council

PROJECT PRODUCTS:

Product	Date Available
Brochure	09/01/88
Newsletter	01/01/01
Training manual	02/01/90
Video tape	04/01/88
Curricula	01/01/90
Journal articles	03/01/90
Replication manual	02/01/90

PROJECT TITLE:
Community Scholar Program

INSTITUTE #: 214

PROJECT DIRECTOR:
Karen Engstrom

COMPETITION #: 84.078C

PROJECT START DATE: 07/01/88
PROJECT END DATE: 06/30/91

CONTACT PERSON: Karen Engstrom

MAILING ADDRESS:
Thresholds
2700 N. Lakeview
Chicago, IL 60614

PRIMARY GRANTEE:
Private Non-Profit Agency

TELEPHONE #: 312-880-2497

GEOGRAPHIC AREA SERVED:
A city of more than 100,000 people

PUBLIC TRANSPORTATION: Yes

PROJECT PURPOSE:
The purpose of this program is to expand opportunities in higher education and postsecondary training for persons with mental illness who have recently completed or dropped out of high school. This model will deliver services based on principles of remedial instruction, successive approximation, integration with nonhandicapped peers, ongoing mobile vocational and educational support, student follow-along, and establishment of inter-organizational linkages.

PROJECT FOCUS:
1. The project will involve planning and student services staff at local academic institutions and trade schools.
2. Remedial college prep classes and tutorial services will be provided to assist students attending or preparing for post-secondary education and training.
3. The remedial emphasis will center on computer-based instruction and stress improvement in math and reading, especially related to vocational issues.
4. A faculty awareness program will be developed and implemented to deliver one and one half hour inservices to staff and professors at local colleges and training centers to make them aware of the special needs mentally ill students.
5. While engaging in postsecondary training or college preparation students will also be employed part-time at a community placement or independent job.
6. Upon completion of their postsecondary training or education, students will be assisted in ajob commensurate with their new level of abilities through a job club with special focus on obtaining higher level positions.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 120

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 120

Handicapping Condition	No. Served	Age Range
Chronic Mental Illness	120	18 - 35

Professionals/parents receiving services (training) through project activities:

Parents - 100
Teachers - 10
Postsecondary faculty - 100
Undergraduate/graduate students - 30
Peer tutors - 5
Project personnel - 5
Rehabilitation Staff - 20

PROJECT EVALUATION PLAN:

Evaluation Approach(es): System analysis, Goal based, Professional review, Case study

Type of Data/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographic, Educational background, Assessment results, Progress in educational program, Prior work experience, Progress in employment training programs, Degree of integration, Postsecondary outcomes, Employment outcomes, Student/Client satisfaction with services/outcomes obtained

On Employers: Characteristics/demographics, Degree of collaboration between project and employers, Amount of direct service to employer

On Postsecondary Education: Characteristics/demographics, Degree of collaboration between project and providers, Amount of direct service to providers, Provider satisfaction with project activities, Project impact on providers

Instrumentation:

Commercially Available Instruments Used by Projects: Test of Adult Basic Education, Waksman Social Skill Rating Scale, Harrington-O'Shea, Katz and Lyerly Leisure Time Activities Scale, Rosenberg Self-Esteem Scale, Coping Master Scale, Self-rating Anxiety Scale, Wide-Range Achievement Test, Brief Psychiatric Rating Scale, Global Assessment

Locally/Project Developed Instruments: Support Plan Checklist, Thresholds Work Reporting Form, Community Scholar Group Evaluation Form, Goal Attainment Rating Sheet, Intake Interview Protocol, Referral Form, Client Satisfaction Questionnaire, Faculty Inservice Evaluation, Community Scholar Support Log, Classroom Achievement Rating

Personnel Involved in Evaluation: Project director, Staff evaluator

Type of Evaluation Reporting and Audience:

Type: Formal evaluation report, Executive summary, Brochure/Pamphlet

Audience: Consumers, OSERS, Transition Institute, Advisory board, State agency

PROJECT PRODUCTS:

Product	Date Available
Brochure	07/31/88
Training manual	03/31/91
Curricula	01/31/91
Journal articles	05/30/91

PROJECT TITLE:
Project Cloverleaf

PROJECT DIRECTOR:
Bernard Minnis

PROJECT COORDINATOR:
Tom Birmingham

CONTACT PERSON: Tom Birmingham

MAILING ADDRESS:
Durrett Education Center
4409 Preston Highway, Room 139
Louisville, KY 40213

TELEPHONE #: 502-473-3008

See case study on p. 24

INSTITUTE #: 219

COMPETITION #: 84.078C

PROJECT START DATE: 08/01/88
PROJECT END DATE: 08/01/91

PRIMARY GRANTEE:
Public Secondary School

GEOGRAPHIC AREA SERVED:
A county

PUBLIC TRANSPORTATION: Yes

PROJECT PURPOSE:

Project Cloverleaf serves 17 to 22 year old young adults who were classified as either learning disabled or educable mentally handicapped. They can have either graduated or dropped out of high school. Young adults entering the program receive a physical examination, a psychological examination, Career Assessment, and test of Adult Basic Education. Based on these results and individual counseling, an Individual Education Plan is developed. Young adults are offered four options or combinations of options. These include Adult Basic Education, skill specific technical training, Social/Employability training, and paid, meaningful employment.

PROJECT FOCUS:

1. 100 young adults will enroll in Project Cloverleaf.
2. 50 young adults will be placed in paid employment.
3. 50 young adults will receive Social/Employability skills training or enroll in technical schools.
4. 30 young adults will enroll in Adult Basic Education classes.
5. Staff will promote the program through the media, speaking engagements, and exhibits at one regional conference.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 300

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 300

Handicapping Condition	No. Served	Age Range
Learning Disability	300	17 - 22

Professionals/parents receiving services (training) through project activities:
Project personnel - 6

PROJECT EVALUATION PLAN:

Evaluation Approach(es): System analysis, Goal based, Case study

Type of Data/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographic, Educational background, Assessment results, Progress in educational program, Prior work experience, Progress in employment training programs, Degree of integration, Postsecondary outcomes, Employment outcomes, Residential outcomes, Student/Client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status

On Employers: Characteristics/demographics, Degree of collaboration between project and employers, Amount of direct service to employer, Employer satisfaction with project activities, Project impact on employers

On Postsecondary Education: Characteristics/demographics, Degree of collaboration between project and providers, Amount of direct service to providers, Provider satisfaction with project activities, Project impact on providers

Instrumentation:

Commercially Available Instruments Used by Projects:
WAIS-R, Valpar, Mesa, Social/Employability Skills Curriculum, Test Of Adult Basic Education, Individual Education Plan

Locally/Project Developed Instruments:
Individual Education Plan, Parent Rating Scale, Parent Evaluation Form, Referral Form

Personnel Involved in Evaluation: Project director, Project coordinator, Project staff, Staff evaluator

Type of Evaluation Reporting and Audience:
Type: Formal evaluation report
Audience: Jefferson County Public Schools Department of Research and Evaluation

PROJECT PRODUCTS:

Product	Date Available
Brochure	12/31/88
Parent handbook	03/01/90
Student handbook	03/01/90
Project-developed instruments	03/01/90
Curricula	03/01/90
Replication manual	08/31/91

PROJECT TITLE:
Adult Human Services Curriculum

INSTITUTE #: 156

PROJECT DIRECTOR:
Mary E. Brady

COMPETITION #: 84.078C

PROJECT START DATE: 09/01/87
PROJECT END DATE: 08/31/90

CONTACT PERSON: Mary E. Brady

MAILING ADDRESS:
Shriver Center, Education Department
200 Trapelo Road
Waltham, MA 02254

PRIMARY GRANTEE:
University Affiliated Program

TELEPHONE #: 617-642-0257

GEOGRAPHIC AREA SERVED:
A region of the nation

PUBLIC TRANSPORTATION: No

PROJECT PURPOSE:
To develop, pilot, and disseminate a curriculum package to train youth with severe learning disabilities for employment in adult human service agencies.

PROJECT FOCUS:
1. Complete videotapes for Worker Social Service Skills and Positioning people with physical limitations.
2. Conduct expanded field testing of mediated curriculum.
3. Incorporate learning strategies into curriculum content.
4. Conduct final review by the advisory committee.
5. Disseminate curriculum through conference presentations.
6. Write articles for publication.
7. Submit information summary to newsletters, computer databases, and clearinghouses.
8. Duplicate final copies for dissemination.
9. Hold conference on curriculum for students with learning disabilities.
10. Write final project report.

PROJECT PARTICIPANTS:
Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 0

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 120

Handicapping Condition	No. Served	Age Range
Developmental Disability	42	17 - 20
Learning Disability	68	17 - 20
Brain Injury	10	17 - 20

Professionals/parents receiving services (training) through project activities:

Agency personnel - 6
Teachers - 14
Postsecondary faculty - 4
Special Education Administrators - 2

PROJECT EVALUATION PLAN:

Evaluation Approach(es): System analysis, Goal based, Professional review

Type of Data/Information Being Collected:

On Students/Clients: Progress in educational program, Progress in employment training programs, Degree of integration, Postsecondary outcomes, Employment outcomes, Student/Client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status, Pre-post data on curriculum units

On Postsecondary Education: Characteristics/demographics, Provider satisfaction with project activities, Project impact on providers, Feedback regarding curriculum usefulness

Instrumentation:

Locally/Project Developed Instruments:
Employee Needs Assessment, Pre and Post tests of each section of the curriculum to use as formative evaluation data

Personnel Involved in Evaluation: Project director, Project staff, Advisory board, Third-party evaluator

Type of Evaluation Reporting and Audience:

Type: Formal evaluation report, Executive summary, Brochure/Pamphlet
Audience: Consumers, OSERS, Transition Institute, Advisory board, State agency, Department of Education, Shriver Center Board

PROJECT PRODUCTS:

Product	Date Available
Brochure	06/01/90
Student handbook	08/01/89
Training manual	08/01/89
Project-developed instruments	08/01/88
Video tape	08/01/89
Curricula	08/01/89
Journal articles	06/01/90
Replication manual	06/01/90
Computer software	01/01/90

PROJECT TITLE:
Project TEST-CORE

PROJECT DIRECTOR:
Jack Humbert/William Weiner

PROJECT COORDINATOR:
Lorna Garton

CONTACT PERSON: Jack Humbert

MAILING ADDRESS:
Trimpe Building
Consumer Resources and Technology
Western Michigan University
Kalamazoo, MI 49008

TELEPHONE #: 616-387-3720

See case study on p. 32

INSTITUTE #: 216

COMPETITION #: 84.078C

PROJECT START DATE: 07/01/87
PROJECT END DATE: 06/30/90

PRIMARY GRANTEE:
University or Four-Year College

GEOGRAPHIC AREA SERVED:
A city of 50,000 to 100,000 people

PUBLIC TRANSPORTATION: Yes

PROJECT PURPOSE:

The purpose of the project is to provide persons who are blind or visually impaired with employability skills, life survival skills, and vocational skills that will lead to gainful, competitive employment. Other objectives include: providing vocational education teachers and blind rehabilitation specialists the methods and adaptive equipment needed to work with this target population; providing blind and visually impaired persons supportive services and work experiences needed to make the transition from school to work; developing an assessment and operational delivery system for rehabilitation counselors, vocational educators, employers, and job placement specialists which will minimize stereoptyping concerning the vocational and job placement needs of blind and visually impaired persons; organizing a communication network between postsecondary education, secondary education and State of Michigan agencies.

PROJECT FOCUS:

1. Development and printing of a project brochure.
2. Expansion of staff through use of paid and volunteer readers and classroom aides.
3. Inservice training for educators in February 1990.
4. Development of job sites for work experience during the school year.
5. Modification of equipment and curriculum to meet the needs of individual students.
6. Regular personal adjustment seminars for students.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 0

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 0

Handicapping Condition	No. Served	Age Range
Deaf/blind	1	22
Visual Impairment	8	20 - 35

Professionals/parents receiving services (training) through project activities:

Peer tutors - 2	Teachers - 8
Undergraduate/graduate students - 6	

PROJECT EVALUATION PLAN:

Evaluation Approach(es): System analysis, Goal based

Type of Data/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographic, Educational background, Assessment results, Progress in educational program, Prior work experience, Progress in employment training programs, Postsecondary outcomes, Employment outcomes, Residential outcomes, Student/Client satisfaction with services/outcomes obtained

On Postsecondary Education: Characteristics/demographics, Degree of collaboration between project and providers, Amount of direct service to providers, Project impact on providers

Instrumentation:

Commercially Available Instruments Used by Projects: Ravens Progressive Matrix, BETA, WAIS, Bennett, DAT, Crawford, SRA Mechanical, PA. Bi-Manual, Peabody, WRAT, SRA, Reading, Career Ability Placement, SRA Verbal, Woodcock, Singer, Social and Prevocational Information Battery, Becker, Career Ability Placement System, WROIT, GEIST, MOIS, COPS, COPE, VALPAR, Crawford, Nuts and Bolts Assessment, Bennett Mechanical, Gates, SRA Computer Aptitude, SRA Arithmetic, General Clerical, Computer Aptitude and Interest and Literacy Profile, Tower Clerical

Locally/Project Developed Instruments: Daily Living Skills/O & M Assessment Form, Instructor Needs Assessment Form

Personnel Involved in Evaluation: Project director, Project coordinator, Project staff

Type of Evaluation Reporting and Audience:

Type: Formal evaluation report

Audience: Consumers, Advisory board, State agency, MCB

PROJECT PRODUCTS:

Product	Date Available
Brochure	11/30/89
Project-developed instruments	09/01/89

PROJECT TITLE:
Project EXTRA

PROJECT DIRECTOR:
Lynda Price

PROJECT COORDINATOR:
Lynda Price

CONTACT PERSON: Lynda Price

MAILING ADDRESS:
240 Appleby Hall, 128 Pleasant St., S.E.
General College
University of Minnesota
Minneapolis, MN 55455

TELEPHONE #: 612-625-7578

INSTITUTE #: 242

COMPETITION #: 84.078C

PROJECT START DATE: 08/02/89
PROJECT END DATE: 08/02/92

PRIMARY GRANTEE:
University or Four-Year College

GEOGRAPHIC AREA SERVED:
A city of more than 100,000 people

PUBLIC TRANSPORTATION: Yes

PROJECT PURPOSE:

This project will develop, implement, revise as needed, and disseminate a comprehensive postsecondary demonstration program for mildly handicapped youth who are not ready to go directly from secondary to postsecondary education and/or employment. Project participants will be involved in a transition-oriented intervention model which includes: transition related counseling and instruction, enhancement of work-related skills, and career exploration and personal counseling as needed on an individual basis. Technical assistance will also be provided to related personnel on request.

PROJECT FOCUS:

1. Identify students' needs.
2. Conduct intake assessments.
3. Conduct proposed interventions.
4. Provide technical assistance to employers.
5. Evaluate program and disseminate information.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 500

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 80

Handicapping Condition	No. Served	Age Range
Learning Disability	60	17 - 19

Professionals/parents receiving services (training) through project activities:

Parents - 200
Business/industry - 50
Teachers - 400
Agency personnel - 400
Peer tutors - 40
Project personnel - 50

PROJECT EVALUATION PLAN:

Evaluation Approach(es): System analysis, Goal based, Goal free, Professional review

Type of Data/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographic, Educational background, Assessment results, Progress in educational program, Prior work experience, Progress in employment training programs, Postsecondary outcomes, Employment outcomes, Student/Client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status, Self-awareness

On Employers: Amount of direct service to employer, Employer satisfaction with project activities, Project impact on employers

On Postsecondary Education: Characteristics/demographics, Degree of collaboration between project and providers, Amount of direct service to providers, Provider satisfaction with project activities, Project impact on providers

Instrumentation:

Commercially Available Instruments Used by Projects: Brigance, CAI, The Transition Questionnaire

Locally/Project Developed Instruments: Case Notes, Case Note Coding Sheet

Personnel Involved in Evaluation: Project director, Project staff, Staff evaluator

Type of Evaluation Reporting and Audience:

Type: Formal evaluation report

Audience: Consumers, OSERS, Transition Institute, Advisory board, State agency, University of Minnesota, University of Minnesota - General College

PROJECT PRODUCTS:

Product	Date Available
Brochure	Not Indicated
Newsletter	Not Indicated
Training manual	Not Indicated
Project-developed instruments	Not Indicated
Curricula	Not Indicated
Journal articles	Not Indicated
Replication manual	Not Indicated

PROJECT TITLE:
Project WE CAN

INSTITUTE #: 217

PROJECT DIRECTOR:
Glen Hendren

COMPETITION #: 84.078C

PROJECT COORDINATOR:
Sonja Burnham

PROJECT START DATE: 08/01/89
PROJECT END DATE: 08/30/91

CONTACT PERSON: Sonja Burnham

MAILING ADDRESS:
Counselor Education Dept.
Drawer GE
Mississippi State, MS 39762

PRIMARY GRANTEE:
University or Four-Year College

TELEPHONE #: 601-325-3331

GEOGRAPHIC AREA SERVED:
A region within a state

PUBLIC TRANSPORTATION: No

PROJECT PURPOSE:
Enhancing the transition of youth with mild and moderate handicaps into gainful employment is the ultimate goal of Project WE CAN. It is develop a replicable model program designed to assist handicapped youth from their educational setting into the world of work by providing appropriate referrals and inservice training for agency community college, vocational-technical personnel, and potential employers.

PROJECT FOCUS:
1. Students between the ages of 16 and 25 in the first two counties are identified, contacted, and referred to appropriate agencies or training programs.
2. Employer and service provider training workshops are developed and presented.
3. Data are collected for employers, service providers, and students exiting school.
4. Three additional counties are recruited in the third year of the project for replication purposes.

PROJECT PARTICIPANTS:
Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 300

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 100

PROJECT EVALUATION PLAN:
Evaluation Approach(es): Goal based, Professional review

Type of Data/Information Being Collected:

On Students/Clients: Intake/referral information, Demographic, Educational background, Prior work experience, Progress in employment training programs, Postsecondary outcomes, Employment outcomes, Student/Client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status

On Employers: Characteristics/demographics, Degree of collaboration between project and employers, Amount of direct service to employer, Employer satisfaction with project activities, Project impact on employers

On Postsecondary Education: Characteristics/demographics, Degree of collaboration between project and providers, Amount of direct service to providers, Provider satisfaction with project activities, Project impact on providers

Instrumentation:

Locally/Project Developed Instruments:

Employer Satisfaction Rating Scale, Intake and Referral Form, Factors Related to Successful Employment Survey, Final Evaluation Survey

Personnel Involved in Evaluation: Project director, Project coordinator, Project staff, Advisory board

Type of Evaluation Reporting and Audience:

Type: Formal evaluation report, Executive summary, Brochure/Pamphlet

Audience: Consumers, OSERS, Transition Institute, Advisory board, State agency, Vocational Rehabilitation, Developmental Disabilities, Community College Board, Association of Personnel Administrators

PROJECT PRODUCTS:

Product	Date Available
Brochure	11/30/88
Parent handbook	08/01/91
Student handbook	10/31/88
Training manual	08/01/90
Project-developed instruments	08/01/90
Video tape	01/01/89
Journal articles	08/01/91
Replication manual	08/01/91

PROJECT TITLE:
Project Access

INSTITUTE #: 157

PROJECT DIRECTOR:
Patricia Kercher

COMPETITION #: 84.078C

PROJECT START DATE: 10/01/88
PROJECT END DATE: 09/30/91

CONTACT PERSON: Patricia Kercher

MAILING ADDRESS:
Great Falls Vocational -
Technical Center
2100 16th Ave. South
Great Falls, MT 59405

PRIMARY GRANTEE:
Community/Junior/Technical College

TELEPHONE #: 406-771-7140

GEOGRAPHIC AREA SERVED:
A city of 50,000 to 100,000 people

See case study on p. 35

PUBLIC TRANSPORTATION: Yes

PROJECT PURPOSE:
The purpose of this project is to develop, implement, and validate specially designed and coordinated services and educational programs to facilitate and encourage successful education for handicapped adults and their non-handicapped peers.

PROJECT FOCUS:
1. Evaluation/modification of support services.
2. Upgrading of support services.
3. Continued faculty in-service.
4. Continued curricula revision.
5. Continued outreach efforts to identify individuals who may benefit from project activities.
6. Delivery of services to students with disabilities to maximize their success in vocational training.

PROJECT PARTICIPANTS:
Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 600

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 300

Handicapping Condition	No. Served	Age Range
Chronic Mental Illness	15	22 - 50
Deaf/blind	12	18 - 62
Emotional Disorder	10	22 - 50
Epilepsy	5	22 - 45
Health Impairment	40	18 - 60
Learning Disability	90	18 - 55
Mild Mental Retardation	5	19 - 28

Professionals/parents receiving services (training) through project activities:

Agency personnel - 40
Peer tutors - 20
Postsecondary faculty - 60
Undergraduate/graduate students - 20
Business/industry - 10
Project personnel - 3
Volunteers - 15

PROJECT EVALUATION PLAN:

Evaluation Approach(es): Goal based

Type of Data/Information Being Collected:

On Students/Clients: Intake/referral information, Demographic, Educational background, Progress in educational program, Postsecondary outcomes

Personnel Involved in Evaluation: Project director, Project staff

Type of Evaluation Reporting and Audience:

Type: Formal evaluation report

Audience: Consumers, OSERS, Transition Institute, Advisory board, State agency

PROJECT PRODUCTS:

Product	Date Available
Brochure	10/01/88
Student handbook	10/01/90
Video tape	01/01/90
Journal articles	10/01/91

PROJECT TITLE:
Salish Kootenai College Handicapped
Student Support Services Project

PROJECT DIRECTOR:
Gerald Slater

PROJECT COORDINATOR:
Mike Hermanson

CONTACT PERSON: Mike Hermanson

MAILING ADDRESS:
Salish Kootenai College
Box 117
Pablo, MT 59855

TELEPHONE #: 406-675-4800

See case study on p. 30

INSTITUTE #: 243

COMPETITION #: 84.078C

PROJECT START DATE: 10/01/89
PROJECT END DATE: 09/30/92

PRIMARY GRANTEE:
Community/Junior/Technical College

GEOGRAPHIC AREA SERVED:
A region within a state

PUBLIC TRANSPORTATION: No

PROJECT PURPOSE:
The development of a model program for serving students with handicaps at a tribally controlled college, to include identification, assessments, support services, and job placement.

PROJECT FOCUS:
1. To develop cooperative agreements with other agencies to assist in a coordinated method of serving handicapped students.
2. To cooperate with American Indian Research and Training Center of Northern Arizona and Dr. John Dodd of Eastern Montana College in developing an effective approach to assessing and instructing Indian students with specific learning disabilities in a postsecondary educational environment.
3. To provide an intensive set of support services to handicapped students while they are attending Salish Kootenai College to maximize each student's potential for successful graduation.

PROJECT PARTICIPANTS:
Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 200

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 60

Handicapping Condition	No. Served	Age Range
Emotional Disorder	1	19
Epilepsy	1	19

Health Impairment	3	19+
Hearing Impairment	1	19+
Learning Disability	10	19+
Speech Impairment	2	19+
Substance Abuse	1	19
Physical Disability	25	19+

Professionals/parents receiving services (training) through project activities:

Business/industry - 15
Project personnel - 3
Postsecondary faculty - 20

PROJECT EVALUATION PLAN:

Evaluation Approach(es): System analysis, Goal based, Decision making, Connoisseurship, Professional review, Case study

Type of Data/Information Being Collected:

On Students/Clients: Type or extent of services rendered, Demographic, Educational background, Assessment results, Progress in educational program, Prior work experience, Degree of integration, Postsecondary outcomes, Employment outcomes

On Employers: Characteristics/demographics, Amount of direct service to employer, Employer satisfaction with project activities

On Postsecondary Education: Characteristics/demographics, Degree of collaboration between project and providers, Amount of direct service to providers, Provider satisfaction with project activities

Instrumentation:

Commercially Available Instruments Used by Projects: Woodcock-Johnson, MESA (Valpar), Vocational Decision Making Inventory, WRAT

Personnel Involved in Evaluation: Project director, Project coordinator, Project staff, Advisory board, Third-party evaluator

Type of Evaluation Reporting and Audience:

Type: Formal evaluation report

Audience: OSERS, Transition Institute, Advisory board, State agency

PROJECT PRODUCTS:

Product	Date Available
Journal articles	Not Indicated

PROJECT TITLE:
LD-Talents: Learning Disabilities-Technical Assistant for Leadership in Education

PROJECT DIRECTOR:
John Bernthal

PROJECT COORDINATOR:
Julie Geis

CONTACT PERSON: Julie Geis

MAILING ADDRESS:
University of Nebraska
253K Barkley Memorial Center
Lincoln, NE 68583

TELEPHONE #: 402-472-5530

INSTITUTE #: 158

COMPETITION #: 84.078C

PROJECT START DATE: 08/01/87
PROJECT END DATE: 07/30/90

PRIMARY GRANTEE:
University or Four-Year College

GEOGRAPHIC AREA SERVED:
A region within a state

PUBLIC TRANSPORTATION: No

PROJECT PURPOSE:
To train existing community college personnel in model practices for learning disabled students and establish a visible transition network for LD students among high schools, intermediate education agencies, offices of vocational rehabilitation services, and community colleges.

PROJECT FOCUS:
1. Disseminate materials for faculty development that will increase faculty knowledge and promote positive attitudes regarding LD students.
2. Train community college personnel via Telecommunication Training Series and On-Site Consultation to verify and design appropriate interventions for educational accommodations.
3. Establish a transition network among high school, intermediate education agencies, offices of vocational rehabilitation and community colleges that will facilitate improved communication and service availability.
4. Research the qualitative and quantitative variables associated with LD transition to community colleges.

PROJECT PARTICIPANTS:
Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 150

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 150

Handicapping Condition	No. Served	Age Range
Learning Disability	150	18 - 45

Professionals/parents receiving services (training) through project activities:

Teachers - 32	Project personnel - 6

PROJECT EVALUATION PLAN:

Evaluation Approach(es): System analysis, Goal based, Professional review

Type of Data/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographic, Educational background, Assessment results

On Postsecondary Education: Characteristics/demographics, Amount of direct service to providers

Instrumentation:

Commercially Available Instruments Used by Projects:
WAIS-R, Peabody Picture Vocabulary Test, Test of Adolescent Language, Woodcock-Johnson-Part II

Locally/Project Developed Instruments:
Participant Evaluation of Project, Campus Resource Survey, Campus Service Evaluation, H.S. Transcripts

Personnel Involved in Evaluation: Project director, Project coordinator, Project staff

Type of Evaluation Reporting and Audience:

Type: Executive summary

Audience: OSERS, Transition Institute, Cooperating agencies

PROJECT PRODUCTS:

Product	Date Available
Brochure	09/01/87
Newsletter	12/01/88
Training manual	01/01/89
Video tape	10/01/87
Journal articles	05/01/88

PROJECT TITLE:
Vocational and Literacy Development
for the Mildly Handicapped Offender

INSTITUTE #: 213

PROJECT DIRECTOR:
Keith Curry

COMPETITION #: 84.078C

PROJECT START DATE: 07/01/88
PROJECT END DATE: 06/30/91

CONTACT PERSON: Keith Curry

MAILING ADDRESS:
State University College at Buffalo
1300 Elmwood Ave., KH 210
Buffalo, NY 14222

PRIMARY GRANTEE:
University or Four-Year College

TELEPHONE #: 716-878-5313

GEOGRAPHIC AREA SERVED:
A county

See case study on pp. 16-17

PUBLIC TRANSPORTATION: Yes

PROJECT PURPOSE:

Fifty-five mildly handicapped individuals will be selected over a three-year period from the arrested population in a local holding center. These individuals will be given remedial and compensatory reading instruction by reading diagnosticians. Instructional methods will be a combination of those proven effective with adults, and new and creative motivating approaches. Referrals will be made to vocational training agencies some supervision of trainees. Because this program will becommunity based, the project involves individuals who have been arrested for misdemeanors and other relatively mild charges not involving force, threat or physical harm. This is cooperative effort betweenthe State University of Buffalo; PEOPLE, Inc. of Erie County; The Western New York Association for the Learning Disabled, Inc.; Erie County Pre-Trial Services; and the Erie County Sheriff's Department.

PROJECT FOCUS:

We will continue to implement a literacy and vocational referral program for 20 individuals who are mildly retarded or learning disabled. The curriculum is totally functional and individualized, encompassing any needed life skills into the literacy instruction. Examples are: bill paying, recipe reading, meal preparation, child care, personal care, accessing services through the bureaucracy, and working toward the GED.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 55

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 55

Handicapping Condition	No. Served	Age Range
Learning Disability	20	16 - 30

Mild Mental Retardation	25	16 - 33
Multiple Handicap	10	17 - 30

Professionals/parents receiving services (training) through project activities:

Agency personnel - 50
Teachers - 25
Project personnel - 5
Undergraduate/graduate students - 15

PROJECT EVALUATION PLAN:

Evaluation Approach(es): Goal based, Professional review, Case study

Type of Data/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographic, Educational background, Assessment results, Progress in educational program, Prior work experience, Progress in employment training programs, Degree of integration, Employment outcomes, Satisfaction of significant others with student/client progress or status

On Postsecondary Education: Degree of collaboration between project and providers

Instrumentation:

Commercially Available Instruments Used by Projects: WAIS-R, WISC-R, Stanford-Binet Revised, Peabody Picture Vocabulary, Woodcock Johnson Psycho-Educational Battery, Key Math Test

Locally/Project Developed Instruments: Developmental Disabilities Screening Questionnaire, Preliminary Admission Form, Application for Services, Routing/Verification/Agreement Form, Ecological Inventories

Personnel Involved in Evaluation: Project director, Project coordinator, Project staff, Third-party evaluator

Type of Evaluation Reporting and Audience:

Type: Formal evaluation report

Audience: OSERS, Transition Institute, State agency, Commissioner of Education, Developmental Disabilities/Handicapped Offender Task Force, State legislative committees

PROJECT PRODUCTS:

Product	Date Available
Brochure	Not Indicated
Project-developed instruments	Not Indicated
Curricula	Not Indicated
Journal articles	Not Indicated

PROJECT TITLE:
The Total Impact Model: A Community College/Trade School Collaboration for Learning Disabled Adults

INSTITUTE #: 159

PROJECT DIRECTOR:
Bert Flugman

COMPETITION #: 84.078C

PROJECT COORDINATOR:
Dolores Perin

PROJECT START DATE: 10/01/87
PROJECT END DATE: 09/30/90

CONTACT PERSON: Bert Flugman

MAILING ADDRESS:
CASE/IRDOE
CUNY Graduate School
33 West 42nd Street, Room 620NC
New York, NY 10036

PRIMARY GRANTEE:
University or Four-Year College

TELEPHONE #: 212-642-2930

GEOGRAPHIC AREA SERVED:
A city of more than 100,000 people

See case study on p. 23

PUBLIC TRANSPORTATION: Yes

PROJECT PURPOSE:
To study the feasability of providing vocational training to learning disabled, special education high school leavers utilizing both a community college and a not-for-profit trade school. The target population consists of young adults aged 17-28 who have exited special education high school programs but do not have regular high school diplomas, or if they have obtained such diplomas, are not interested in or appropriate for matriculation into an existing community college program. Participants have reading levels averaging 4-5th grade and tend to be in the borderline range of measured intellectual functioning. Primary goals/objectives: implement training in vocational skills, basic skills, and interpersonal skills; provide services of a full time learning disabilities specialist in vocational classrooms; provide tutoring, work-study job coaching, career counseling and parent workshops; evaluate program outcomes.

PROJECT FOCUS:
1. Continue to provide all program components listed in purpose statement.
2. Conduct follow-up interviews with all program completers and a sample of individuals who applied for the program but did not enter for various reasons.
3. Continue to collect evaluation data.
4. Analyze evauation data.
5. Meet with community college adnministrators regarding the possibility of institutionalizing the program after the project ends.
6. Write report describing all aspects of the program, for replication purposes.
7. Make a conference presentation to disseminate program.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 75

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 50

Handicapping Condition	No. Served	Age Range
Learning Disability	45	17 - 28

Professionals/parents receiving services (training) through project activities:

Parents - 40
Teachers - 2
Project personnel - 2

PROJECT EVALUATION PLAN:

Evaluation Approach(es): System analysis, Goal free, Professional review, Case study

Type of Data/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographic, Educational background, Assessment results, Prior work experience, Progress in employment training programs, Degree of integration, Postsecondary outcomes, Employment outcomes

On Employers: Characteristics/demographics

Instrumentation:

Commercially Available Instruments Used by Projects:
WAIS-R, Piers Harris Self-Concept (adapted), Test of Adult Basic Education, WRAT-R

Locally/Project Developed Instruments:
Work-Study Observation Form, Competency Rating Form: Basic Skills, Competency Rating Form: Interpersonal Checklist, Vocational Skills Attainment, Parent Survey, Vocational Outcome Questionnaire, Parent Opinionnaire/Knowledge Inventory, Writing sample, case studies of best and worse cases

Personnel Involved in Evaluation: Project director, Project coordinator, Project staff, Advisory board, Third-party evaluator, Staff evaluator

Type of Evaluation Reporting and Audience:

Type: Formal evaluation report, Presentations and papers

Audience: OSERS, State agency, VR, Vocational Education, Professional peers, Professional peers

PROJECT PRODUCTS:

Product	Date Available
Project-developed instruments	05/01/90
Curricula	09/01/90
Journal articles	09/01/90
Replication manual	09/01/90

PROJECT TITLE:
Comprehensive Learning Program: A Cooperative Model for Services

INSTITUTE #: 160

PROJECT DIRECTOR:
Rosa Hagin

COMPETITION #: 84.078C

PROJECT COORDINATOR:
Elizabeth R. Lorenzi

PROJECT START DATE: 09/01/87
PROJECT END DATE: 08/31/90

MAILING ADDRESS:
Fordham University
Lincoln Center
113 West 60th Street
Room 1004
New York, NY 10023

PRIMARY GRANTEE:
University or Four-Year College

TELEPHONE #: 212-841-5579

GEOGRAPHIC AREA SERVED:
A city of more than 100,000 people

PUBLIC TRANSPORTATION: Yes

PROJECT PURPOSE:

The purpose of the Comprehensive Learning Program is to improve the literacy of learning disabled adults. Components included: Educational intervention, counseling, and computers.

PROJECT FOCUS:

1. Dissemination - LDA Conference 1990, conducted a workshop on screening for teachers, counselors working with LD adults.
2. Evaluation - evaluating the different effects of project components.
3. Monograph - Another Chance (in progress).

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 200

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 71

Handicapping Condition	No. Served	Age Range
Learning Disability	57	19 - 50
Mild Mental Retardation	3	19 - 50
Multiple Handicap	9	19 - 50
Economically Disadvantaged	1	19 - 50

Professionals/parents receiving services (training) through project activities:

Agency personnel - 227
Project personnel - 30
Peer tutors - 18

PROJECT EVALUATION PLAN:

Evaluation Approach(es): System analysis, Decision making, Case study

Type of Data/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographic, Educational background, Assessment results, Progress in educational program, Prior work experience, Employment outcomes, Student/Client satisfaction with services/outcomes obtained

Instrumentation:

Commercially Available Instruments Used by Projects: WAIS-R, AVMAI, Writing Sample, Self-Directed Research, Neuropsychological Battery, Thematic Apperception Test, Human Figure Drawing, WRATR-2, Woodcock Johnson Psychoeducational Battery, Psycho-social Educational Battery

Locally/Project Developed Instruments: Tutor Observation, Tutor/Client-Client/Tutor Rating Scale, Screening Battery for program eligibility

Personnel Involved in Evaluation: Project director, Project coordinator, Project staff, Third-party evaluator

Type of Evaluation Reporting and Audience:

Audience: Consumers, OSERS, Transition Institute, Advisory board

PROJECT PRODUCTS:

Product	Date Available
Brochure	04/01/88
Training manual	12/01/87
Journal articles	07/01/90
Replication manual	07/01/90

PROJECT TITLE:
COMPETE: Computer Preparation - Evaluation, Training, and Employment

INSTITUTE #: 244

PROJECT DIRECTOR:
William C. Mann

COMPETITION #: 84.078C

PROJECT COORDINATOR:
Jean L. McKinley

PROJECT START DATE: 09/01/89
PROJECT END DATE: 08/31/92

CONTACT PERSON: Jean L. McKinley

MAILING ADDRESS:
Department of Occupational Therapy
Center for Theraputic Applications of Technology
515 Stockton Kimball Tower
SUNY
Buffalo, NY 14214

PRIMARY GRANTEE:
University or Four-Year College

TELEPHONE #: 716-831-3141

GEOGRAPHIC AREA SERVED:
A region within a state

PUBLIC TRANSPORTATION: Yes

PROJECT PURPOSE:

The COMPETE project is developing and implementing a model program of cooperative service delivery that includes the NYS Office of Vocational Rehabilitation, the Western New York Independent Living Center, The NYS Office of Mental Retardation and Developmental Disabilities, and the University at Buffalo. COMPETE focuses on individuals with cognitive disabilities, such as traumatic brain injury, learning disabilities, and mental retardation. An interdisciplinary team, including a vocational counselor, occupational therapist, rehabilitation engineer, physical educator and nutritionist, assess vocational and other community integration needs. With an Employer Task Force Advisory Council helping in identifying appropriate jobs and adaptations in work environments, job trainees will experience newly developed curriculum materials for training toward a data entry/information management job in the competitive job market.

PROJECT FOCUS:

1. Develop resources for implementing COMPETE: assemble interdisciplinary evaluation and program planning team; develop evaluation battery, teaming model, and documentation/data basing systems; develop curriculum and training materials.
2. Identify individuals with special needs.
3. Provide individualized evaluations.
4. Provide training individualized to competitive job sites.
5. Address community integration needs.
6. Establish Employer Task Force/Advisory Council to assist with job identification, modification, and on-the-job training.
7. Support job trainee via continued training until job procurement.
8. Evaluate effectiveness of COMPETE program model.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 40

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 40

Handicapping Condition	No. Served	Age Range
Learning Disability	14	15 - 30
Moderate Mental Retardation	14	15 - 30
Brain Injury	12	15 - 30

Professionals/parents receiving services (training) through project activities:

Parents - 40
Business/industry - 40
Project personnel - 10
Undergraduate/graduate students - 10
Agency personnel - 35
Peer tutors - 20
Postsecondary faculty - 10

PROJECT EVALUATION PLAN:

Evaluation Approach(es): System analysis, Goal based, Decision making, Case study

Type of Data/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographic, Educational background, Assessment results, Progress in educational program, Prior work experience, Progress in employment training programs, Degree of integration, Postsecondary outcomes, Employment outcomes, Residential outcomes, Student/Client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status, Business satisfaction with trainees

On Employers: Characteristics/demographics, Degree of collaboration between project and employers, Amount of direct service to employer, Employer satisfaction with project activities, Project impact on employers

On Postsecondary Education: Characteristics/demographics, Degree of collaboration between project and providers, Amount of direct service to providers, Provider satisfaction with project activities, Project impact on providers

Instrumentation:

Commercially Available Instruments Used by Projects:
Differential Aptitude Tests, Minnesota Clerical, Test of Adolescent Language, Street Survival Skills Questionnaire, Computer Aptitude, Literacy, Interest Profile, Key Math Arithmetic Diagnostic Test, Perceptual Memory Task, Motor Free Test of Visual Perception, Test of Visual Perceptual Skills, Test of Visual Motor Skills

Locally/Project Developed Instruments:
Office Behavior Observational Form, Food Management Observational Form, Computer Use/and Access Observational Form, Office Environment Skills Checklist, Nutrition Education Checklist, Fitness/Leisure Checklists, Self Management Checklists, Community Living Assessment Scale

Personnel Involved in Evaluation: Project director, Project coordinator, Project staff

Type of Evaluation Reporting and Audience:
Type: Formal evaluation report, Executive summary
Audience: Consumers, OSERS, Transition Institute, Advisory board, State agency, Employer Task Force, VESID, OMR-DD

PROJECT PRODUCTS:

Product	Date Available
Brochure	Not Indicated
Training manual	01/01/92
Project-developed instruments	06/01/91
Slide presentation	09/01/90
Video tape	09/01/90
Curricula	06/01/91
Journal articles	09/01/90
Replication manual	08/01/92
Presentations at conferences	05/01/90

PROJECT TITLE:
Enhancing Vocational Possibilities for Young Adults with Learning Disabilities

INSTITUTE #: 161

PROJECT DIRECTOR:
Craig Michaels

COMPETITION #: 84.078C

PROJECT COORDINATOR:
Michele Lee

PROJECT START DATE: 09/01/87
PROJECT END DATE: 08/31/90

CONTACT PERSON: Craig Michaels

MAILING ADDRESS:
National Center on Employment
and Disability
Human Resources Center
I.U. Willets Rd.
Albertson, NY 11507

PRIMARY GRANTEE:
Private Non-Profit Agency

TELEPHONE #: 516-747-5400

GEOGRAPHIC AREA SERVED:
A region within a state

See case study on p. 20

PUBLIC TRANSPORTATION: Yes

PROJECT PURPOSE:
This project has served as a model at four community colleges to demonstrate that community college students with learning disabilities can become competitively employed in jobs commensurate with their abilities. This goal is realized through the provision of comprehensive, campus-based, vocational support services.

PROJECT FOCUS:
1. To evaluate 15 youths.
2. To develop a procedure for sharing results with students.
3. To provide career counseling.
4. To assist campus staff in providing career counseling to LD population.
5. To assist campus personnel in arranging job shadowing experiences.
6. To develop procedures for transitioning appropriate students from college to vocational programs.
7. To implement codebook to assess time involvements.
8. To continue discussions with consortium members and advisory council members regarding dissemination, replication, and development of new services.
9. To enhance transition of students with LD through relationships with VESID (OVR), high schools, colleges, and vocational rehabilitation.
10. Complete curricula for Social Skills and Job Hunt groups; implement in final form.
11. Place at least 20 students into employment, transition at least five students into vocational training, and assist at least four students in transition to a four-year school.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 150

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 129

Handicapping Condition	No. Served	Age Range
Learning Disability	129	18 +

Professionals/parents receiving services (training) through project activities:

Project personnel - 6
Postsecondary faculty - 40
Undergraduate/graduate students - 129

PROJECT EVALUATION PLAN:

Evaluation Approach(es): Goal based, Professional review

Type of Data/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographic, Educational background, Assessment results, Progress in educational program, Postsecondary outcomes, Student/Client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status

On Postsecondary Education: Degree of collaboration between project and providers, Amount of direct service to providers

Instrumentation:

Commercially Available Instruments Used by Projects:
Woodcock/Johnson Psychoed. Battery, Differential Aptitude Test, Career Assessment Inventory

Locally/Project Developed Instruments:
Demographics/Intake Interview, Learning Disability Questionnaire

Personnel Involved in Evaluation: Project director, Project coordinator, Project staff, Advisory board, Staff evaluator

Type of Evaluation Reporting and Audience:

Type: Formal evaluation report, Executive summary, Brochure/Pamphlet

Audience: OSERS, Transition Institute, Advisory board, State agency, HEATH

PROJECT PRODUCTS:

Product	Date Available
Brochure	01/01/88
Training manual	05/01/90
Curricula	05/01/90
Journal articles	01/01/90
Replication manual	05/01/90

PROJECT TITLE:
Project CAREER

INSTITUTE #: 162

PROJECT DIRECTOR:
Irwin Rosenthal

COMPETITION #: 84.078C

PROJECT COORDINATOR:
Patty Matz

PROJECT START DATE: 09/01/87
PROJECT END DATE: 08/31/90

CONTACT PERSON: Irwin Rosenthal

MAILING ADDRESS:
NYU
Department of Counselor Education
Room 400
239 Greene Street
New York, NY 10003

PRIMARY GRANTEE:
University or Four-Year College

TELEPHONE #: 212-998-5554

GEOGRAPHIC AREA SERVED:
A city of more than 100,000 people

PUBLIC TRANSPORTATION: Yes

PROJECT PURPOSE:
Project CAREER is a demonstration project for learning disabled college students designed to facilitate their career/job development and training through an experience-based education program. Primary goals are: 1) to provide exposure to a range of career orientations, job settings, and career options, 2) help college students acquire useful and work transferable personal and vocational skills and information via internship preparation and experiences, 3) help LD college students meet academic demands and internship/job demands through the use of computer-assisted writing, compensatory strategies and by-pass mechanisms, 4) to provide successful job placements for project students, and 5) to disseminate information that will enable other colleges and universities to develop an experience based career program on their campuses.

PROJECT FOCUS:
1. To place LD students in job settings and/or internships.
2. To continue career development/choice activities for in-college participants.
3. To monitor job/university progress of participants.
4. To continue to disseminate information regarding the work potential of learning disabled persons.
5. To disseminate best project practices.
6. To collect post-treatment data along dimensions of self-esteem, career choice, job satisfaction, and career maturity.
7. To evaluate project success via both qualitative and quantitative assessment data.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 100

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 55

Handicapping Condition	No. Served	Age Range
Learning Disability	55	20 - 50
Minority Youth	15	20 - 50

Professionals/parents receiving services (training) through project activities:

Parents - 75
Teachers - 125
Undergraduate/graduate students - 15
Agency personnel - 50
Project personnel - 15

PROJECT EVALUATION PLAN:

Evaluation Approach(es): System analysis, Goal free, Decision making, Case study

Type of Data/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographic, Educational background, Assessment results, Progress in educational program, Prior work experience, Progress in employment training programs, Postsecondary outcomes, Employment outcomes, Student/Client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status

On Employers: Characteristics/demographics, Amount of direct service to employer, Employer satisfaction with project activities, Project impact on employers

On Postsecondary Education: Characteristics/demographics, Degree of collaboration between project and providers, Amount of direct service to providers, Provider satisfaction with project activities

Instrumentation:

Commercially Available Instruments Used by Projects: WAIS-R, Career Development Inventory, Strong-Campbell Interest Inventory, Coopersmith Self-Esteem, Writing Anxiety Scale, Dailey Miller Scale, Human Resources Center: Functional Limitations of LD Individuals

Locally/Project Developed Instruments: School/Worksite Observations, Self-Assessment of Job Skills/Performance, Field Study Observations, Satisfaction with Work, Self-Assessment of Learning Styles, Employer/Supervisor Assessment of Student Skills, Rating Scale of Interpersonal Functioning, Job-Related Academic Skills Assessment, By-Pass Skill Rating Scale, Career Goal Questionnaire, Student Questionnaire

Personnel Involved in Evaluation: Project director, Project coordinator, Project staff

Type of Evaluation Reporting and Audience:
Type: Formal evaluation report
Audience: Consumers, OSERS, Transition Institute, Advisory board

PROJECT PRODUCTS:

Product	Date Available
Brochure	10/01/88
Student handbook	06/01/90
Project-developed instruments	06/01/90
Journal articles	09/01/89

PROJECT TITLE:
Access to Computers for Disabled Students

INSTITUTE #: 163

PROJECT DIRECTOR:
William Roth

COMPETITION #: 84.078C

PROJECT START DATE: 08/01/87
PROJECT END DATE: 07/30/90

MAILING ADDRESS:
SUNY at Albany
P.O. Box 9
Albany, NY 12201

PRIMARY GRANTEE:
University or Four-Year College

TELEPHONE #: 518-442-3850

GEOGRAPHIC AREA SERVED:
A city of more than 100,000 people

PUBLIC TRANSPORTATION: Yes

PROJECT PURPOSE:
To make computers and their modifications in hardware and software accessible to disabled students by a directed organizational effort combining diverse elements in one model project. To mainstream disabled students into computer environments of the University and to prepare them for an increasingly technological world.

PROJECT FOCUS:
1. Identify/develop a needs assessment tool to survey faculty/staff with regard to inservice needs.
2. Develop/implement inservice curriculum for faculty/staff.
3. Develop faculty handbook.
4. Develop program brochure/outreach materials.
5. Implement plan for outreach.
6. Modify/supplement curricula for four vocational training programs.
7. Identify/develop learning styles assessment.
8. Develop student handbook.
9. Develop specialized curricula to enhance vocational training success.
10. Develop support services including but not limited to peer tutoring, reader service, recorded tests/lectures, and mobility assistance.
11. Develop written policies/procedures to integrate project activities into an operational system.

PROJECT PARTICIPANTS:
Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 2000

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 150

Professionals/parents receiving services (training) through project activities:

Parents - 20
Business/industry - 20
Project personnel - 3
Undergrad./grad students
Agency personnel - 80
Teachers - 200
State/federal officials - 120

PROJECT EVALUATION PLAN:

Evaluation Approach(es): System analysis, Goal based, Goal free, Professional review, Case study

Type of Data/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographic, Educational background, Assessment results, Progress in educational program, Prior work experience, Progress in employment training programs, Degree of integration, Postsecondary outcomes, Employment outcomes

On Employers: Characteristics/demographics, Degree of collaboration between project and employers, Amount of direct service to employer

On Postsecondary Education: Characteristics/demographics, Degree of collaboration between project and providers, Amount of direct service to providers, Provider satisfaction with project activities, Project impact on providers

Personnel Involved in Evaluation: Project director, Research assistants

Type of Evaluation Reporting and Audience:

Type: Formal evaluation report
Audience: OSERS, LEA's, Colleges/universities

PROJECT PRODUCTS:

Product	Date Available
Journal articles	Not Indicated
Software and hardware bibliography	Not Indicated

PROJECT TITLE:
Job Training Program for Persons With Mild and Moderate Disabilities

PROJECT DIRECTOR:
James F. Wilde

PROJECT COORDINATOR:
Eleanor Reynolds

CONTACT PERSON: James F. Wilde

MAILING ADDRESS:
Valentines Road and The Plain Road
Westbury, NY 11590

TELEPHONE #: 516-997-8700

INSTITUTE #: 245

COMPETITION #: 84.078C

PROJECT START DATE: 09/01/89
PROJECT END DATE: 08/31/92

PRIMARY GRANTEE:
Board of Cooperative Educational

GEOGRAPHIC AREA SERVED:
A county

PUBLIC TRANSPORTATION: Yes

PROJECT PURPOSE:
The overall goal of the Nassau BOCES Job Training Program is to promote training, employment, and upgrading for adults with mild and moderate disabilities along with their nondisabled peers, in order that these clients may gain, retain, and upgrade jobs in the competitive sector. Special emphasis is placed on youth aging-out of public schools.

PROJECT FOCUS:
1. Implementing assessment, training, and job placement for 100 persons with mild and moderate disabilities.
2. Sensitizing business and industry to the potential contributions of persons with disabilities in the competitive labor market.
3. Providing follow-up for placed clients consisting of socialization activities on work adjustment and job retention.

PROJECT PARTICIPANTS:
Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 100

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 100

Handicapping Condition	No. Served	Age Range
Emotional Disorder	30	17 - 25
Learning Disability	50	17 - 25
Substance Abuse	15	17 - 25
Physical Disability	5	17 - 25

Professionals/parents receiving services (training) through project activities:
Business/industry - 35
Project personnel - 3

PROJECT EVALUATION PLAN:

Evaluation Approach(es): System analysis, Goal based

Type of Data/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographic, Educational background, Assessment results, Progress in educational program, Prior work experience, Progress in employment training programs, Employment outcomes, Student/Client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status

On Employers: Degree of collaboration between project and employers, Amount of direct service to employer, Employer satisfaction with project activities, Project impact on employers

Instrumentation:

Commercially Available Instruments Used by Projects: Crawford Small Parts Dexterity Test, Bennett Hand Tool Austerity Test, General Aptitude Test, COPS, Strong, Adkins Life Skills, Just Around the Corner

Locally/Project Developed Instruments: Industry Based Special Needs Evaluation Form, Confidential Employee Job Evaluation Report, Termination Review, Job Coach Evaluation Form, Skills Proficiency Rating Form, Industry Based Employment Readiness, Industry Based Special Needs Program, ITP, Client Survey, Client Matching Form, Listing of Clients Employed 60 Days or More, Monthly Status Report, Special Needs Status Report-Intakes

Personnel Involved in Evaluation: Project coordinator, Project staff, Staff evaluator

Type of Evaluation Reporting and Audience:

Type: Formal evaluation report

Audience: OSERS, Transition Institute

PROJECT PRODUCTS:

Product	Date Available
Brochure	04/01/90
Project-developed instruments	10/01/89
Slide presentation	10/01/89
Video tape	10/01/89
Newspaper articles	Not Indicated

PROJECT TITLE:
Postsecondary Education Demonstration
Program for Learning Disabled Persons

INSTITUTE #: 247

PROJECT DIRECTOR:
Costas Boukouvalas

COMPETITION #: 84.078C

PROJECT START DATE: 09/01/89
PROJECT END DATE: 08/31/92

CONTACT PERSON: Costas Boukouvalas

MAILING ADDRESS:
Central Piedmont Community College
P.O. Box 35009
Charlotte, NC 28235

PRIMARY GRANTEE:
State Educational Agency

TELEPHONE #: 704-342-6739

GEOGRAPHIC AREA SERVED:
A state

See case study on p. 31

PUBLIC TRANSPORTATION: Yes

PROJECT PURPOSE:

The purpose of this project is to develop a model for providing employment related training for students with learning disabilities. The project will extend the program which Central Piedmont Community College has developed in working with the learning disabled population to a minimum of ten other NC Community Colleges within the proposed three-year grant period. The project will serve primarily students with learning disabilities. The project's primary goal is to make services to students with learning disabilities available throughout the state of North Carolina.

PROJECT FOCUS:

1. Finalize a model for providing services to students with learning disabilities.
2. Assist five additional schools to start services to students with learning disabilities.
3. Assist in the development and programming of a statewide teleconference.
4. Develop a State Conference on "How to Serve Students with Learning Disabilities".

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 1500

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 125

Handicapping Condition	No. Served	Age Range
Learning Disability	125	18 - 30

Professionals/parents receiving services (training) through project activities:

Parents - 50
Business/industry - 100
Project personnel - 5
Agency personnel - 5
Peer tutors - 10
Postsecondary faculty - 500

PROJECT EVALUATION PLAN:

Evaluation Approach(es): Goal based, Goal free, Professional review, Case study

Type of Data/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographic, Educational background, Assessment results, Progress in educational program, Progress in employment training programs, Degree of integration, Postsecondary outcomes, Employment outcomes, Satisfaction of significant others with student/client progress or status

On Employers: Degree of collaboration between project and employers, Amount of direct service to employer, Employer satisfaction with project activities, Project impact on employers

On Postsecondary Education: Characteristics/demographics, Degree of collaboration between project and providers, Amount of direct service to providers, Provider satisfaction with project activities, Project impact on providers

Instrumentation:

Commercially Available Instruments Used by Projects: WAIS-R, Career Interest Inventory, Wide Range Achievement Test, Peabody Individual Achievement Test

Personnel Involved in Evaluation: Project coordinator, Project staff

Type of Evaluation Reporting and Audience:

Type: Formal evaluation report, Brochure/Pamphlet

Audience: Consumers, Transition Institute, Advisory board, State agency

PROJECT PRODUCTS:

Product	Date Available
Brochure	Not Indicated
Newsletter	Not Indicated
Student handbook	Not Indicated
Training manual	Not Indicated
Project-developed instruments	Not Indicated
Slide presentation	Not Indicated
Video tape	Not Indicated
Curricula	Not Indicated
Journal articles	Not Indicated
Replication manual	Not Indicated

PROJECT TITLE:
Learning Disabilities Consortium

INSTITUTE #: 164

PROJECT DIRECTOR:
Jane Rochester

COMPETITION #: 84.078C

PROJECT START DATE: 09/01/87
PROJECT END DATE: 08/31/90

CONTACT PERSON: Jane Rochester

MAILING ADDRESS:
Central Piedmont Community College
P.O. Box 35009
Charlotte, NC 28235

PRIMARY GRANTEE:
Community/Junior/Technical College

TELEPHONE #: 704-342-6556

GEOGRAPHIC AREA SERVED:
A city of more than 100,000 people

See case study on p. 27

PUBLIC TRANSPORTATION: Yes

PROJECT PURPOSE:

To facilitate transition of LD students from public secondary to public postsecondary institutions. Services provided include: peer mentors, tutors, personal/academic/career counseling, supplemental evaluation of learning styles/strengths and weaknesses, and referral to community agencies as necessary.

PROJECT FOCUS:

To facilitate education of learning disabled students on campus (which houses three institutions) by increasing faculty and staff awareness of characteristics and needs of LD adults and by providing specific vocational services to LD students.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 300

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 150

Handicapping Condition	No. Served	Age Range
Learning Disability	300	16 - 22

Professionals/parents receiving services (training) through project activities:

Peer tutors - 20
Project personnel - 20
Undergraduate/graduate students - 20
Teachers - 15
Postsecondary faculty - 40

PROJECT EVALUATION PLAN:

Evaluation Approach(es): System analysis, Case study

Type of Data/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographic, Educational background, Assessment results, Progress in educational program, Progress in employment training programs, Degree of integration, Postsecondary outcomes, Student/Client satisfaction with services/outcomes obtained

On Postsecondary Education: Characteristics/demographics, Degree of collaboration between project and providers, Amount of direct service to providers, Provider satisfaction with project activities, Project impact on providers

Instrumentation:

Commercially Available Instruments Used by Projects:
WAIS-R, Strong-Campbell Interest Inventory, Myers-Briggs, WRAT, CAI, Woodcock and Johnson,, Learning Style Survey

Locally/Project Developed Instruments:
Behavioral Checklist, Interview Rating Scale, Conference Rating Scale, Participant Interview, Intake Interview, Faculty Inservice Questionnaire, High School Referral Form, Individualized Action Plan

Personnel Involved in Evaluation: Project director, Project coordinator, Project staff, Third-party evaluator, Staff evaluator

Type of Evaluation Reporting and Audience:

Type: Formal evaluation report, Executive summary

Audience: Consumers, OSERS, Transition Institute, State agency, Public school systems, ACLD, NC Department of Community Colleges

PROJECT PRODUCTS:

Product	Date Available
Brochure	02/01/90
Student handbook	02/01/90
Project-developed instruments	02/01/90
Video tape	02/01/90
Curricula	02/01/90
Journal articles	08/01/90
Training Manual	08/01/90

PROJECT TITLE:
Southern Appalachian Transition Education Project

INSTITUTE #: 246

PROJECT DIRECTOR:
Arlene C. Stewart

COMPETITION #: 84.078C

PROJECT START DATE: 09/01/89
PROJECT END DATE: 08/31/92

CONTACT PERSON: Arlene C. Stewart

MAILING ADDRESS:
20 McKee Building
Western Carolina University
Cullowhee, NC 28723

PRIMARY GRANTEE:
University or Four-Year College

TELEPHONE #: 704-227-7127

GEOGRAPHIC AREA SERVED:
A region of the nation

PUBLIC TRANSPORTATION: No

PROJECT PURPOSE:
The Transition Project will: facilitate transition for handicapped students from school/college to further schooling or to work by providing technical assistance and resources to service providers in both secondary and postsecondary settings; provide a transition experience for students who have finished at least tenth grade; look at employment outcomes for handicapped students by doing a follow-up study.

PROJECT FOCUS:
1. Implement technical assistance component.
2. Develop materials.
3. Implement Summer Transition Experience.

PROJECT PARTICIPANTS:
Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 15000

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 90

Professionals/parents receiving services (training) through project activities:

Parents - 30	Agency personnel - 50
Teachers - 100	Project personnel - 4
Postsecondary faculty - 100	
Undergraduate/graduate students - 20	

PROJECT EVALUATION PLAN:
Evaluation Approach(es): Goal based, Professional review

Type of Data/Information Being Collected:

On Students/Clients: Demographic, Educational background, Assessment results, Progress in educational program, Prior work experience, Postsecondary outcomes, Employment outcomes, Residential outcomes, Student/Client satisfaction with services/outcomes obtained

On Postsecondary Education: Characteristics/demographics, Amount of direct service to providers, Provider satisfaction with project activities

Instrumentation:

Commercially Available Instruments Used by Projects:
WAIS-R, Strong-Campbell Interest Inventory, COPS, SDS, MBTI

Personnel Involved in Evaluation: Project director, Project staff, Advisory board, Third-party evaluator

Type of Evaluation Reporting and Audience:

Type: Formal evaluation report, Executive summary

Audience: Consumers, OSERS, Transition Institute, Advisory board, State agency, Host institution

PROJECT PRODUCTS:

Product	Date Available
Brochure	01/09/00
Newsletter	01/01/90
Project-developed instruments	Not Indicated
Curricula	08/01/90
Journal articles	10/01/90
Resource manual	08/01/92

PROJECT TITLE:
Project IMPACT

INSTITUTE #: 218

PROJECT DIRECTOR:
Kathy M. McKean

COMPETITION #: 84.078C

PROJECT COORDINATOR:
Deborah Murphy

PROJECT START DATE: 08/01/88
PROJECT END DATE: 07/31/91

CONTACT PERSON: Kathy M. McKean

MAILING ADDRESS:
Child Service Demonstration Center
123 E. Broadway
Cushing, OK 74023

PRIMARY GRANTEE:
Area Vocational Center

TELEPHONE #: 918-225-1882

GEOGRAPHIC AREA SERVED:
A region within a state

See case study on p. 29

PUBLIC TRANSPORTATION: No

PROJECT PURPOSE:
The project is designed to provide the necessary support to facilitate the transition from secondary education to successful employment of unserved and underserved mildy handicapped youth and adults. The primary goals are:

1. Provide access to vocational/technical education for mildly handicapped youth and adults
2. Provide a continuum of appropriate educational services
3. Provide preservice and inservice teacher training
4. National dissemination

PROJECT FOCUS:

1. Full implementation of Adult Resource Center curriculum.
2. Expand mainsteam program - continue course adaptation.
3. Continue and expand counseling services.
4. Develop dissemination products.
5. Testing preservice education module.

PROJECT PARTICIPANTS:
Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 25120

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 156

Handicapping Condition	No. Served	Age Range
Behavioral Disorders	2	21 - 35
Cerebral Palsy	1	32
Chronic Mental Illness	1	38
Communication Disorders	2	22 - 37
Developmental Disability	2	18 - 25

Emotional Disorder	2	18 - 23
Epilepsy	1	24
Learning Disability	137	18 - 63
Mild Mental Retardation	5	18 - 43
Multiple Handicap	2	18 - 45
Physical Disability	1	53

Professionals/parents receiving services (training) through project activities:

Agency personnel - 9
Teachers - 550
Postsecondary faculty - 115
Undergraduate/graduate students - 550
Business/industry - 12
Project personnel - 20

PROJECT EVALUATION PLAN:

Evaluation Approach(es): System analysis, Goal based

Type of Data/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographic, Assessment results, Progress in educational program, Prior work experience, Progress in employment training programs, Degree of integration, Postsecondary outcomes, Employment outcomes, Student/Client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status

On Employers: Characteristics/demographics, Degree of collaboration between project and employers, Amount of direct service to employer, Employer satisfaction with project activities, Project impact on employers

On Postsecondary Education: Characteristics/demographics, Degree of collaboration between project and providers, Amount of direct service to providers, Provider satisfaction with project activities, Project impact on providers

Instrumentation:

Commercially Available Instruments Used by Projects: Revised BETA, GATB, Career Maturity Inventory, Test of Interpersonal Competence for Employment, WRAT-R, TABE, Bridgence Inventory of Essential Skills, Quality of Life Instrument

Locally/Project Developed Instruments: Employer and Employee Scales, Participant Evaluation of Inservice, Dissemination Product Questionnaire, Employer Contact Logs, Student/Client Contact Logs, Counselor Notes

Personnel Involved in Evaluation: Project director, Project coordinator, Project staff, Advisory board, Third-party evaluator

Type of Evaluation Reporting and Audience:

Type: Formal evaluation report, Executive summary, Brochure/Pamphlet

Audience: OSERS, Transition Institute, Advisory board

PROJECT PRODUCTS:

Product	Date Available
Brochure	08/31/90
Video tape	09/30/90
Curricula	09/01/89
Replication manual	09/01/90
Materials catalogue	08/31/89

PROJECT TITLE:
Vocational Access Project

INSTITUTE #: 220

PROJECT DIRECTOR:
Paula Grigsby

COMPETITION #: 84.078C

PROJECT START DATE: 07/01/88
PROJECT END DATE: 06/30/91

CONTACT PERSON: Paula Grigsby

MAILING ADDRESS:
Linn-Benton Community College
6500 SW Pacific Blvd.
Albany, OR 97321

PRIMARY GRANTEE:
Community/Junior/Technical College

TELEPHONE #: 503-928-2361

GEOGRAPHIC AREA SERVED:
A region within a state

See case study on p. 34

PUBLIC TRANSPORTATION: Yes

PROJECT PURPOSE:

This project provides a program with a dual approach for students with mild or moderate handicapping conditions. Handicapped students are integrated into vocational classes with their nonhandicapped peers. The project provides supportive services such as notetakers, readers, tutors, and taped textbooks. The second part of the program provides community-based vocational training and job placement in the community with support for at least a year after placement. A strong evaluation component is provided for the program with a commitment to continuation beyond the expiration of federal funding.

PROJECT FOCUS:

Students with mild handicaps will enter college vocational classes. Students who have completed their training will be referred to Work Unlimited for community placement. Brochures for access students and college staff will be printed. A peer tutoring program will be implemented.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 65

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 65

Handicapping Condition	No. Served	Age Range
Cerebral Palsy	5	18+
Emotional Disorder	4	18+
Hearing Impairment	4	18+
Learning Disability	17	18+
Mild Mental Retardation	30	18+
Brain Injury	5	18+

Professionals/parents receiving services (training) through project activities:
Peer tutors - 2
Project personnel - 3
Undergraduate/graduate students - 1

PROJECT EVALUATION PLAN:

Evaluation Approach(es): Goal based

Type of Data/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographic, Educational background, Assessment results, Progress in educational program, Progress in employment training programs, Degree of integration, Postsecondary outcomes, Student/Client satisfaction with services/outcomes obtained

Instrumentation:

Commercially Available Instruments Used by Projects: WAIS-R, WJPEB, PPVT, TOWL, Woodcock Reading Master, Burns and Roe IRI, Key Math

Locally/Project Developed Instruments: Personal Grooming Form, Social Skills, Intake Form, Intake Interview Form, Extra Curricular, Self Esteem, Test Scores Form, Faculty Referral, Counselor/Agency Referral

Personnel Involved in Evaluation: Project director, Project staff, Project Co-director

Type of Evaluation Reporting and Audience:

Audience: Consumers, OSERS, Transition Institute, State agency, Vocational Rehabilitation, Community colleges, Secondary schools

PROJECT PRODUCTS:

Product	Date Available
Brochure	11/01/89
Project-developed instruments	Not Indicated
Curricula	09/01/88
Journal articles	06/30/91
Replication manual	06/01/91

PROJECT TITLE:
Services For Transition to
Independence Through Education

INSTITUTE #: 215

PROJECT DIRECTOR:
Kenneth Gray/Jovita Ross-Gordon

COMPETITION #: 84.078C

PROJECT COORDINATOR:
Patricia Frazier

PROJECT START DATE: 07/01/88
PROJECT END DATE: 06/30/91

CONTACT PERSON: Jovita Ross-Gordon

MAILING ADDRESS:
Pennsylvania State University
220 Rackley Bldg
University Park, PA 16801

PRIMARY GRANTEE:
University or Four-Year College

TELEPHONE #: 814-863-3781

GEOGRAPHIC AREA SERVED:
A county

See case study on p. 18

PUBLIC TRANSPORTATION: Yes

PROJECT PURPOSE:

The project goal is to develop and demonstrate a model to provide transition training and employment services to mildly disabled adults. The model capitalizes on the excess capacity and expertise of the Pennsylvania area vocational-technical schools, at per student cost that is within various local service agency guidelines. The target population is adults with learning disabilities. Services provided to clients include vocational assessment and counseling; life coping, and related academic instruction; transitional supervised employment; placement in full-time employment; and follow-up.

PROJECT FOCUS:

1. Job placement and follow-up for 1988-89 students.
2. Recruit 20-25 new students, including non-LD.
3. Vocational training for 1989-90 students.
4. Supplementary support according to ITP for 1989-90 students.
5. Inservice education for teachers.
6. Explore effects of instruction in intergenerational settings.
7. Place 1989-90 students in on-the-job training by June 30, 1990.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 75

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 75

Handicapping Condition	No. Served	Age Range
Learning Disability	20	19 - 48
Mild Mental Retardation	3	18 - 40

PROJECT EVALUATION PLAN:

Evaluation Approach(es): System analysis, Goal based, Goal free, Case study

Type of Data/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographic, Educational background, Assessment results, Progress in educational program, Prior work experience, Progress in employment training programs, Postsecondary outcomes, Employment outcomes, Student/Client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status

On Employers: Characteristics/demographics, Amount of direct service to employer, Employer satisfaction with project activities, Monthly progress

Instrumentation:

Commercially Available Instruments Used by Projects: WAIS-R, Singer Work Station, Holland Self-Directed Search, Adjective Checklist, Woodcock Johnson Psycho-Educational Battery, WRAT, COPS

Locally/Project Developed Instruments: Classroom Observation Form, Employer Satisfaction, Intake Questionnaire, Interest Information Form, Work History Questionnaire, Individual Transition Plan, Evaluation Record, Evaluation Summaries, Informed Consent Form

Personnel Involved in Evaluation: Project director, Project coordinator, Project staff

Type of Evaluation Reporting and Audience:

Type: Executive summary, Consumer report

Audience: Consumers, OSERS, Transition Institute, Advisory board, State agency, Vocational Rehabilitation, School board

PROJECT PRODUCTS:

Product	Date Available
Brochure	04/30/89
Project-developed instruments	06/30/90
Slide presentation	11/30/89
Video tape	06/01/90
Curricula	06/30/90
Replication manual	06/01/90

PROJECT TITLE:
Career Awareness and Training Program
for Learning Disabled College Students

PROJECT DIRECTOR:
Joseph Rogan

PROJECT COORDINATOR:
Sandra Nobile

CONTACT PERSON: Joseph Rogan

MAILING ADDRESS:
College Misercordia
Dallas, PA 18612

TELEPHONE #: 717-674-6347

INSTITUTE #: 248

COMPETITION #: 84.078C

PROJECT START DATE: 10/01/89
PROJECT END DATE: 09/30/92

PRIMARY GRANTEE:
University or Four-Year College

GEOGRAPHIC AREA SERVED:
A region of the nation

PUBLIC TRANSPORTATION: Yes

PROJECT PURPOSE:

The project will prepare college students who are learning disabled for professional level employment by providing them with co-curricular programming, transition to employment services, and follow-along services for one year after graduation.

PROJECT FOCUS:

1. Establish scope and sequence for the project.
2. Develop co-curricular programming needed for year one.
3. Develop processes and procedures for transition and follow-along services to be used in years two and three.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 35

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 35

Handicapping Condition	No. Served	Age Range
Learning Disability	35	18 - 25

Professionals/parents receiving services (training) through project activities:

Agency personnel - 25	Project personnel - 1
Postsecondary faculty - 4	

PROJECT EVALUATION PLAN:

Evaluation Approach(es): System analysis, Goal based

Type of Data/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographic, Educational background, Assessment results, Progress in educational program, Prior work experience, Progress in employment training programs, Degree of integration, Postsecondary outcomes, Employment outcomes, Student/Client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status

On Employers: Characteristics/demographics, Degree of collaboration between project and employers, Amount of direct service to employer, Employer satisfaction with project activities, Project impact on employers

On Postsecondary Education: Characteristics/demographics, Degree of collaboration between project and providers, Amount of direct service to providers, Provider satisfaction with project activities, Project impact on providers

Instrumentation:

Commercially Available Instruments Used by Projects:
ZIGY, Myers-Briggs

Personnel Involved in Evaluation: Project director, Project coordinator, Project staff, Advisory board, Advisory panel

Type of Evaluation Reporting and Audience:

Type: Formal evaluation report, Brochure/Pamphlet

Audience: Consumers, OSERS, Advisory board, State agency, PaACCD, OVR, PDE, Chamber of Commerce

PROJECT PRODUCTS:

Product	Date Available
Brochure	Not Indicated
Newsletter	Not Indicated
Student handbook	Not Indicated
Training manual	Not Indicated
Project-developed instruments	Not Indicated
Slide presentation	Not Indicated
Curricula	Not Indicated
Journal articles	Not Indicated
Replication manual	Not Indicated

PROJECT TITLE:
Project CAREER

PROJECT DIRECTOR:
Carol Clymer

PROJECT COORDINATOR:
Jayne Merrill

CONTACT PERSON: Jayne Merrill

MAILING ADDRESS:
El Paso Community College
Rio Grande Campus, Literacy Center
P.O. Box 20500
El Paso, TX 79998

TELEPHONE #: 915-534-4159

INSTITUTE #: 211

COMPETITION #: 84.078C

PROJECT START DATE: 09/01/88
PROJECT END DATE: 08/31/91

PRIMARY GRANTEE:
Community/Junior/Technical College

GEOGRAPHIC AREA SERVED:
A county

PUBLIC TRANSPORTATION: Yes

PROJECT PURPOSE:

Project CAREER Program consists of three phases: provision of intensive, short-term job training classes, job placement, and re-entry for further education. Personal, academic, and career counseling, basic skills development, and a weekly self-empowerment class are provided in conjunction with the job training phase and continued as needed following program completion. The target population for Project CAREER is learning disabled or orthopedically impaired adults in the 17 - 36 age range.

PROJECT FOCUS:

1. Recruitment and subsequent enrollment of 100 students.
2. Development of two new job training class options.
3. Program completion by 100 students.
4. Job placement of 85% of program graduates.
5. Refinement and further adaptation of existing curricula.
6. Increased emphasis on basic skills development.
7. Dissemination of project information and products through conference presentations, annual reports, ERIC, Transition Institute, etc.
8. Further inservice training of EPCC faculty and staff and potential employers; increased effectiveness of Business Advisory Committee.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 200

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 200

Handicapping Condition	No. Served	Age Range
Learning Disability	150	17 - 36
Multiple Handicap	40	17 - 36
Physical Disability	10	17 - 36

Professionals/parents receiving services (training) through project activities:

Business/industry - 20	Peer tutors - 10
Teachers - 7	Project personnel - 10
Postsecondary faculty - 10	

PROJECT EVALUATION PLAN:

Evaluation Approach(es): Goal based, Connoisseurship, Professional review

Type of Data/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographic, Educational background, Assessment results, Progress in educational program, Prior work experience, Progress in employment training programs, Postsecondary outcomes, Employment outcomes, Student/Client satisfaction with services/outcomes obtained, Employer satisfaction

On Employers: Characteristics/demographics, Amount of direct service to employer, Employer satisfaction with project activities, Project impact on employers

Instrumentation:

Commercially Available Instruments Used by Projects: WISC-R, WAIS-R, Ravens Standard Progressive Matrices, Test of Non-Verbal Intelligence, VIAS, Self-Directed Search-Form E, Bender Gestalt, WJPEB-Achievement Test Revised, Woodcock Reading Mastery Test, Wide Range Achievement Test

Locally/Project Developed Instruments: Course-Specific Competency Checklists, Employer Satisfaction Rating Scale, Employee Satisfaction Rating Scale, Project CAREER Exit Survey, Self-Empowerment Exit Survey, Intake Interview, IEP/ICP Form

Personnel Involved in Evaluation: Project coordinator, Project staff, Advisory board, Third-party evaluator

Type of Evaluation Reporting and Audience:

Type: Formal evaluation report, Executive summary, Brochure/Pamphlet

Audience: Consumers, OSERS, Advisory board

PROJECT PRODUCTS:

Product	Date Available
Newsletter	01/01/90
Project-developed instruments	08/01/92
Slide presentation	10/01/89
Video tape	03/01/90
Curricula	08/01/92
Journal articles	08/01/90

PROJECT TITLE:
Transitional Assistance for
Postsecondary Students (T.A.P.S)

INSTITUTE #: 167

PROJECT DIRECTOR:
Marshall Mitchell

COMPETITION #: 84.078C

PROJECT COORDINATOR:
Carmen Drew

PROJECT START DATE: 08/15/87
PROJECT END DATE: 08/31/90

CONTACT PERSON: Marshall Mitchell

MAILING ADDRESS:
Amarillo College
P.O. Box 447
Amarillo, TX 79178

PRIMARY GRANTEE:
Community/Junior/Technical College

TELEPHONE #: 806-371-5436

GEOGRAPHIC AREA SERVED:
A region within a state

See case study on p. 33

PUBLIC TRANSPORTATION: Yes

PROJECT PURPOSE:

The TAPS program is composed of courses, support services, and community networking to assist learning disabled students to transition into college or work. The first semester students are placed in a block of courses and labs to teach study skills, vocabulary, reading skills, how to use available equipment and aids, and how to improve self-esteem. The second and third semester TAPS students enroll in mainstreamed courses in Psychology, Education and Career Planning, Reading, English, Math, and those in their major. Each semester students meet weekly with a professional tutor and the coordinator. Peer tutoring and accommodations are arranged as needed. An individual Transition Plan is completed for each student.

PROJECT FOCUS:

1. Develop a computerized Individual Transition Plan (ITP). Academic and behavioral strengths, weaknesses, and action plans are put on the computer by the student. The student can update and modify the plan easily.
2. Develop and conduct a Follow-up Survey for all former TAPS students.
3. Develop and conduct a needs survey of educators, students, and parents in the middle schools and high schools in Amarillo.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 250

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 70

Handicapping Condition	No. Served	Age Range
Learning Disability	70	18 - 38

Professionals/parents receiving services (training) through project activities:

Parents - 50
Teachers - 650
Postsecondary faculty - 110
Undergraduate/graduate students - 14
Agency personnel - 25
Project personnel - 9

PROJECT EVALUATION PLAN:

Evaluation Approach(es): Goal based

Type of Data/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographic, Educational background, Assessment results, Progress in educational program, Progress in employment training programs, Degree of integration, Postsecondary outcomes, Student/Client satisfaction with services/outcomes obtained

On Postsecondary Education: Characteristics/demographics, Degree of collaboration between project and providers, Amount of direct service to providers, Provider satisfaction with project activities, Project impact on providers

Instrumentation:

Commercially Available Instruments Used by Projects: WAIS-R, Ravens, Bennett Visual Retention, Trail Making A&B Form, Strong Campbell, Harrington O'Shea, Self-Directed Search, Piers Harris Self Concept, Amarillo College Placement Test, Woodcock Johnson

Locally/Project Developed Instruments: Student Schedule Form, Reading Skills Checklist, Evaluation Forms, Intake Interview Form, Needs Survey, Follow-up Questionnaire, Contact Logs, Reference Letters, Release of Information Form

Personnel Involved in Evaluation: Project director, Project coordinator, Project staff, Advisory board, Third-party evaluator

Type of Evaluation Reporting and Audience:

Type: Formal evaluation report, Executive summary

Audience: Consumers, OSERS, Advisory board, State agency, Texas Rehabilitation Commission, Armarillo College Learning Disability Advisory Board

PROJECT PRODUCTS:

Product	Date Available
Brochure	02/01/89
Project-developed instruments	02/01/89
Slide presentation	02/01/89
Video tape	02/01/89
Curricula	07/01/88

PROJECT TITLE:
Teaching Entry Level Job Skills to
Handicapped Youth by Employing
Co-Workers as Trainers

INSTITUTE #: 212

PROJECT DIRECTOR:
Rita M. Curl

COMPETITION #: 84.078C

PROJECT COORDINATOR:
Linda Chisholm

PROJECT START DATE: 07/01/88
PROJECT END DATE: 06/30/91

CONTACT PERSON: Rita M. Curl

MAILING ADDRESS:
Developmental Center for the Handicapped
Utah State University
Logan, UT 84322

PRIMARY GRANTEE:
University Affiliated Program

TELEPHONE #: 801-750-1993

GEOGRAPHIC AREA SERVED:
A town of 10,000 to 50,000 people

See case study on p. 21

PUBLIC TRANSPORTATION: No

PROJECT PURPOSE:

The purpose of this demonstration project is to develop and evaluate a program to conduct entry-level job training in integrated business settings for youths with mild and moderate handicaps who have recently completed or dropped out of secondary education programs. The Co-worker Training Program, developed at Utah State University, will be used to conduct job training for youths with mild and moderate handicaps employed at these businesses. Preplacement assessments, prerequisite training, and supplementary training will be completed to facilitate job tenure and promote upward mobility.

PROJECT FOCUS:

1. Identify secondary student dropouts and postsecondary students with handicapping conditions, including learning disabilities, mental retardation, communication disorders
2. Complete assessments of individual participants.
3. Write Individualized Educational Plans to identify long and short term goals; interventions for preplacement, on-the-job, and post-entry level training; and evaluation procedures.
4. Conduct pre-work rehearsals to teach basic social skills, social-vocational skills, and academic skills as needed to prepare trainees for job responsibilities.
5. Conduct on-the-job training in competitive business using co-workers currently employed by the business as trainers. Provide any necessary retraining.
6. Survey employers, co-workers, and youths with mild and moderate handicaps to determine adequacy of trainees' job performance.
7. Conduct follow-up with youths who completed the Co-worker Training and Transition Model Program.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 48

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 30

Handicapping Condition	No. Served	Age Range
Behavioral Disorders	10	16 - 23
Communication Disorders	1	19
Emotional Disorder	2	17 - 19
Epilepsy	2	23 - 20
Hearing Impairment	1	
Learning Disability	16	16 - 25
Mild Mental Retardation	11	18 - 23
Moderate Mental Retardation	2	18 - 23
Dropouts	1	18

Professionals/parents receiving services (training) through project activities:

Agency personnel - 4	Business/industry - 21
Teachers - 10	Project personnel - 2

PROJECT EVALUATION PLAN:

Evaluation Approach(es): System analysis, Goal based, Case study

Type of Data/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographic, Educational background, Assessment results, Prior work experience, Progress in employment training programs, Degree of integration, Employment outcomes, Residential outcomes, Student/Client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status

On Employers: Characteristics/demographics, Degree of collaboration between project and employers, Amount of direct service to employer, Employer satisfaction with project activities, Project impact on employers

On Postsecondary Education: Degree of collaboration between project and providers

Instrumentation:

Commercially Available Instruments Used by Projects:

WAIS-R, WISC-R, VACG, The Stanford Diagnostic Reading Test, Social and Prevocational Information Battery, Scales of Independent Living, Culture-Free Self-Esteem Inventories for Children and Adults

Locally/Project Developed Instruments:

Job Task Checklists, Contact Logs, Performance Questionnaires, Participant Satisfaction Surveys

Personnel Involved in Evaluation: Project director, Project coordinator, Project staff

Type of Evaluation Reporting and Audience:

Type: Formal evaluation report, Executive summary

Audience: Consumers, OSERS, Transition Institute, Advisory board, State agency

PROJECT PRODUCTS:

Product	Date Available
Training manual	07/31/90
Project-developed instruments	01/01/90
Slide presentation	01/01/90
Journal articles	06/30/90

PROJECT TITLE:
University Bound Learning Disabled Student Transition

INSTITUTE #: 168

PROJECT DIRECTOR:
Gladys M. Tucker

COMPETITION #: 84.078C

PROJECT START DATE: 07/01/87
PROJECT END DATE: 06/30/90

CONTACT PERSON: Anna B. Williams

MAILING ADDRESS:
Center for Disabled Student Services
University of Utah
160 Union
Salt Lake City, UT 84112

PRIMARY GRANTEE:
University or Four-Year College

TELEPHONE #: 801-581-5020

GEOGRAPHIC AREA SERVED:
A region within a state

See case study on p. 25

PUBLIC TRANSPORTATION: Yes

PROJECT PURPOSE:

To enhance departmental academic programs and research efforts in teacher education. To identify university-bound LD students. To give them skills necessary for university entrance and assist with the transition from high school to university. To insure that university educational support services continue tracking the LD student to graduation.

PROJECT FOCUS:

1. Inservice training for high school teachers, principals, and district boards.
2. Develop learning strategies curriculum and instructional materials for availability nationwide.
3. Develop training manual for inservice in replication.
4. Seek state funding for continuation program.
5. Seek district funding for continuation of program.
6. Secure funding through director of Utah State Division of Rehabilitation Services for continued diagnostic assessments and support.
7. College Preparation: Learning Skills Classes taught in seven schools.
8. Collect data from students with LD served on campus for the past five years as a comparison group.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 140

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 80

Handicapping Condition	No. Served	Age Range
Learning Disability	80	16 - 25

Professionals/parents receiving services (training) through project activities:

Parents - 200	Agency personnel - 20
Peer tutors - 10	Teachers - 25
Project personnel - 20	Postsecondary faculty - 35
Undergraduate/graduate students - 75	

PROJECT EVALUATION PLAN:

Evaluation Approach(es): System analysis, Decision making

Type of Data/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographic, Educational background, Assessment results, Progress in educational program, Postsecondary outcomes, Student/Client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status

Instrumentation:

Commercially Available Instruments Used by Projects:
WAIS-R, Weller Strawser Scales-Adaptive Behavior, CAI- Career Assessment Inventory, Woodcock-Johnson II, CITE Learning Styles Inventory

Locally/Project Developed Instruments:
Teaching Behavior Checklist, Student Identification Form, University Intake Form, Student Profile (of LD students), Short-term Instructional Objectives

Personnel Involved in Evaluation: Project director, Project staff, Staff evaluator

Type of Evaluation Reporting and Audience:

Type: Formal evaluation report

Audience: Consumers, OSERS, Transition Institute, State agency, DRS, SEA, LEA

PROJECT PRODUCTS:

Product	Date Available
Student handbook	01/01/89
Project-developed instruments	06/01/90
Video tape	08/01/89
Curricula	06/01/90
Journal articles	06/01/90
Replication manual	06/01/90
Collaboration handbook	06/01/89

PROJECT TITLE:
Project HAPPEN

PROJECT DIRECTOR:
Connie Dalke

PROJECT COORDINATOR:
Deborah White

CONTACT PERSON: Connie Dalke

MAILING ADDRESS:
University of Wisconsin - Whitewater
Roseman 2019
Whitewater, WI 53190

TELEPHONE #: 414-472-5239

See case study on p. 19

INSTITUTE #: 169

COMPETITION #: 84.078C

PROJECT START DATE: 09/01/87
PROJECT END DATE: 08/31/90

PRIMARY GRANTEE:
University or Four-Year College

GEOGRAPHIC AREA SERVED:
A town of 5,000 to 10,000 people

PUBLIC TRANSPORTATION: Yes

PROJECT PURPOSE:

Techniques used in a class teaching study skills have proved successful. For example, using playing cards to demonstrate outlining, making a pie in class to teach goal setting, and using music to reduce test anxiety.

PROJECT FOCUS:

To provide appropriate liaison services at regional high schools to facilitate admission opportunities for high school learning disabled students; to teach identified high school juniors and their LD teachers a summer program on a college campus to provide metacognitive strategies for developing independent learning behaviors prior to their senior year of high school; to provide a comprehensive psychoeducational assessment and to develop an individualized learning profile during the summer after high school graduation; to develop and provide training opportunities for tutorial staff and faculty advocates during each summer the project is in place; to enhance professional placement opportunities for learning disabled college graduates by providing program assistance to the College Placement Service at Muskingum College; to provide for national dissemination of a regionally based consortium of secondary and postsecondary schools.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 60

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 160

Handicapping Condition	No. Served	Age Range
Learning Disability	60	15 - 19

Professionals/parents receiving services (training) through project activities:

Parents - 60
Teachers - 10
Undergraduate/graduate students - 5
Agency personnel - 30

PROJECT EVALUATION PLAN:

Evaluation Approach(es): System analysis, Goal based, Goal free, Connoisseurship, Professional review

Type of Data/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographic, Educational background, Assessment results, Progress in educational program, Prior work experience, Progress in employment training programs, Postsecondary outcomes, Employment outcomes, Residential outcomes, Student/Client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status

On Postsecondary Education: Characteristics/demographics

Instrumentation:

Commercially Available Instruments Used by Projects: WISC-R WAIS-R, Informal Inventories, Strong-Campbell Interest Inventory, Intellectual Achievement Rating, CITE Learning Style Inventory

Locally/Project Developed Instruments: Student Interview; Parent Interview; Teacher Interview; Educator Interview; Administrator Interview, Needs Assessment of Parents, Teachers, Students, Counselors; Referral Forms; Contact Logs; IEP Plans

Personnel Involved in Evaluation: Project director, Project coordinator, Project staff, Staff evaluator

Type of Evaluation Reporting and Audience:

Type: Formal evaluation report, Brochure/Pamphlet, Position papers

Audience: Consumers, OSERS, Transition Institute, Advisory board, school districts, parent groups, advocacy groups, administrators

PROJECT PRODUCTS:

Product	Date Available
Brochure	05/01/89
Parent handbook	06/01/90
Student handbook	06/01/90
Training manual	06/01/90
Slide presentation	06/01/90
Curricula	06/01/90
Replication manual	06/01/90
Organizational guide	Not Indicated

PROJECT TITLE:
Demonstration Project for Learning: Disabled Cooperative Learning at the College Level

INSTITUTE #: 170

PROJECT DIRECTOR:
Ruth E. Williams

COMPETITION #: 84.078C

PROJECT COORDINATOR:
Catherine W. McCarty

PROJECT START DATE: 09/01/87
PROJECT END DATE: 08/31/90

CONTACT PERSON: Catherine W. McCarty

MAILING ADDRESS:
University of Wisconsin - Milwaukee
Disabled Student Services
P.O. Box 413
Milwaukee, WI 53201

PRIMARY GRANTEE:
University or Four-Year College

TELEPHONE #: 414-229-6239

GEOGRAPHIC AREA SERVED:
A region within a state

PUBLIC TRANSPORTATION: Yes

PROJECT PURPOSE:
To recruit, diagnose, assess, and provide supportive services for university students with learning disabilities.

PROJECT FOCUS:
1. Continue work with advisory board.
2. Liason to campus departments and community.
3. Publish articles.
4. Continue professional presentations.
5. Plan dissemination conference.
6. Continue screening of students experiencing learning difficulties.
7. Continue coordination of support services to students with learning disabilities.
8. Plan for Transition from grant funding to university sponsorship.
9. Evaluation of Demonstration Grant.

PROJECT PARTICIPANTS:
Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 500

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 120

Handicapping Condition	No. Served	Age Range
Learning Disability	461	18 - 35
Brain Injury	4	18 - 35

Professionals/parents receiving services (training) through project activities:
Teachers - 10 Postsecondary faculty - 200
Undergraduate/graduate students - 35

PROJECT EVALUATION PLAN:

Evaluation Approach(es): System analysis, Goal based

Type of Data/Information Being Collected:
On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographic, Educational background, Assessment results, Progress in educational program, Postsecondary outcomes, Student/Client satisfaction with services/outcomes obtained, Staff Evaluation with Program
On Postsecondary Education: Characteristics/demographics, Degree of collaboration between project and providers

Instrumentation:
Commercially Available Instruments Used by Projects:
WAIS-R, Woodcock Johnson Psycho-Educational Battery, Coopersmith Self- Esteem Inventory, WRAT, CITE Learning Style Inventory
Locally/Project Developed Instruments:
Self-Reported Learning Difficulties, Intake Interview, Student Transition Worksheets, Student Contact Sheet, Student Appointment Summary

Personnel Involved in Evaluation: Project coordinator, Project staff, Advisory board

Type of Evaluation Reporting and Audience:
Type: Formal evaluation report, Executive summary
Audience: Consumers, OSERS, Transition Institute, Advisory board, Postsecondary institutions

PROJECT PRODUCTS:

Product	Date Available
Brochure	12/01/89
Student handbook	11/01/88
Training manual	08/01/88
Video tape	12/01/88
Journal articles	05/01/90
Table top display	12/01/88

SUMMARY OF 84.078C EXPIRED PROJECT PROFILES

PROJECT PURPOSE

Federal funding for nine postsecondary projects expired in 1989. The overall purpose of these projects was to develop a service delivery model that would increase the opportunities for students with learning disabilities in postsecondary education and employment. The majority of these projects provided training and support services directly to students; however, several projects also included an inservice component for postsecondary faculty.

FOCUS OF CONTINUATION ACTIVITIES

Six of the nine expired projects reported on their continuation activities. Three projects indicated dissemination of project outcomes and products as a focus of continued activities, and four indicated the continuation of major program components through a variety of funding sources. In addition, one project reported plans to continue networking activities at the state, regional, and local levels, one plans to pursue long-term funding for the project, and one indicated no continuation activities beyond the expiration of federal funding.

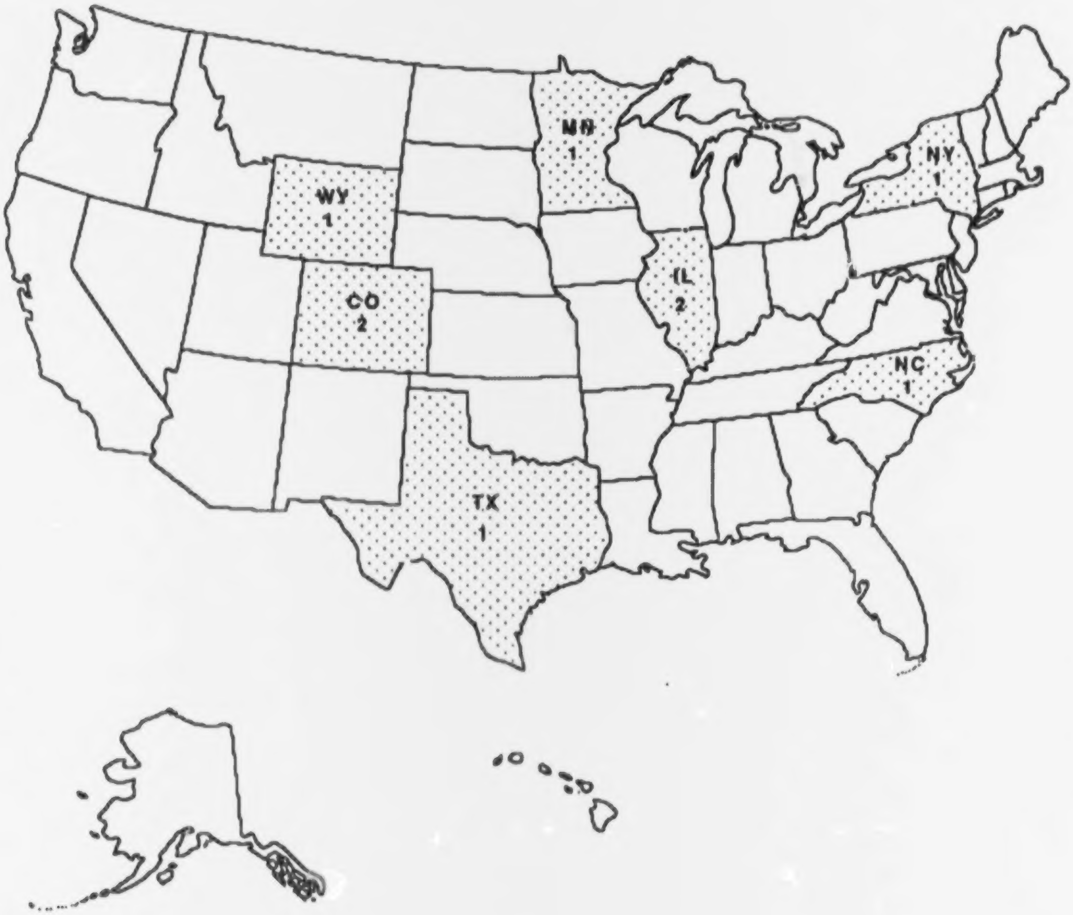
PROJECT COMPONENTS BEING CONTINUED

Six projects identified specific components or activities that will continue despite the lapse of federal funding. Three projects indicated the continued provision of education or support services to students with learning disabilities. Four projects stated plans to continue dissemination of their results, and one reported the development of additional project products. One project indicated continued technical assistance to postsecondary schools and one will continue inservice activities for postsecondary faculty. Three projects reported emphasizing interagency coordination or networking as the focus of continuation activities.

PROJECT PRODUCTS

Four projects listed products developed during the projects' funding period. Three projects have produced replication manuals and four projects reported developing training manuals. Two projects reported the production of videotapes and three projects generated articles. One project indicated the development of a curriculum. Finally, two projects reported the development of several instruments, including questionnaires, forms, and software descriptions.

Location of 84.078C Projects
Geographic Distribution of 84.078C Projects Expiring in 1989
(N = 9)


WY
1
CO
2
MN
1
IL
2
NY
1
NC
1
TX
1

PROJECT TITLE:
Model Program for Adult LD Students

CONTACT PERSON: Bill Richards

MAILING ADDRESS:
Community College of Denver
Box 600
111 W. Colfax
Denver, CO 80204

TELEPHONE #: 303-556-8455

INSTITUTE #: 151

COMPETITION #: 84.078C

DATE FEDERAL FUNDING EXPIRED:
06/30/89

See case study on p. 36

PROJECT PURPOSE:
To facilitate the education of learning disabled students on campus by increasing faculty and staff awareness of characteristics and needs of LD adults; and by providing specific vocational services for LD students, including assessment, career planning, and placement.

PROJECT TITLE:
Colorado Community College Consortium for LD

INSTITUTE #: 152

CONTACT PERSON: Patricia S. Tomlan

COMPETITION #: 84.078C

MAILING ADDRESS:
PST Educational Consultants
P.O. Box 620492
Littleton, CO 80162

DATE FEDERAL FUNDING EXPIRED:
07/01/89

TELEPHONE #: 303-798-3047

PROJECT PURPOSE:
To disseminate information on characteristics of and teaching of learning disabled students to the community colleges in the State of Colorado. To utilize the "trainer of trainers" model of staff development/personnel preparation. To develop model programs impacting on services to LD community college students through: assessment, intervention, and a three credit course on "mainstreaming" for teachers/faculty/staff at two-year institutions.

FOCUS OF PROJECT CONTINUATION ACTIVITIES (1989-90):
None Stated

PROJECT PRODUCTS:
Product Type/Title:
Training manual - CCCLD Training Manual: Information available from above.
Training manual - Teaching the Postsecondary Student: Information available from above.
Other - The Learning Disabled Adult: Information available from above.

PROJECT TITLE:
Project TAPE

INSTITUTE #: 155

CONTACT PERSON: Sara Cowen

COMPETITION #: 84.078C

MAILING ADDRESS:
50 Lakewood Circle
St. Charles, IL 60174

DATE FEDERAL FUNDING EXPIRED:
08/01/89

TELEPHONE #: 708-584-1666

PROJECT PURPOSE:
To develop, field test, and demonstrate specific intervention strategies for learning disabled persons at Northern Illinois University and community colleges throughout Illinois.

FOCUS OF PROJECT CONTINUATION ACTIVITIES (1989-90):
Networking activities at the local, regional, and state levels.

PROJECT COMPONENTS BEING CONTINUE/CONTACT PERSON/AGENCY:
1. State Regional Network/Sara Cowen, above.

PROJECT TITLE:
NIPEP: Northern Illinois Postsecondary Education Project

INSTITUTE #: 116

CONTACT PERSON: Ernie Rose

COMPETITION #: 84.078C

MAILING ADDRESS:
Dept. of Ed. Psychology
Northern Illinois University
240 Graham Hall
Dekalb, IL 60115

DATE FEDERAL FUNDING EXPIRED:
08/13/89

TELEPHONE #: 815-753-8465

PROJECT PURPOSE:
To develop and implement a model postsecondary service system for learning disabled students at Northern Illinois University and 17 community colleges in Northern Illinois.

PROJECT TITLE:
The LD Transition Project

INSTITUTE #: 117

CONTACT PERSON: Lynda Price

COMPETITION #: 84.078C

MAILING ADDRESS:
240 Appleby Hall
General College
University of Minnesota
Minneapolis, MN 55455

DATE FEDERAL FUNDING EXPIRED:
08/01/89

TELEPHONE #: 612-625-7578

PROJECT PURPOSE:

To track 40 LD juniors and 23 LD seniors during the transition process from high school to their first year in a chosen postsecondary setting; provide information and a vehicle to network with service providers for LD adolescents and adults in the Twin Cities area; develop/implement/evaluate a model program that delivers effective services for the targeted population and their families; develop appropriate materials or stategies that would facilitate effective transition from secondary to postsecondary education; write, gather, and review professional literature germane to the area of transition for dissemination to other LD service providers.

FOCUS OF PROJECT CONTINUATION ACTIVITIES (1989-90):

We were federally funded on 8/2/89 to implement Project EXTRA. One component of our new project carries out a similar intervention as used in the LD Transition Project with 40 new mildly handicapped high school juniors and seniors.

PROJECT COMPONENTS BEING CONTINUE/CONTACT PERSON/AGENCY:

1. Use of project developed instruments/above/Minn.-St. Paul Public Schools.
2. Technical Assistance - Postsecondary/above/Minneapolis Board of Technical Education.
3. Use of transition model for LD Students/above/Minneapolis Public Schools.
4. Dissemination of Materials/above/Project EXTRA.

PROJECT PRODUCTS:

Product Type/Title:

Training manual - The Manual of Specific Activities: Available $8.00 from Jean Ness, 106 Nicholson Hall, 216 Pillsbury Drive.

Project developed instruments - Transition Questionnaire: No other information available.

Video tapes - No other information available.

Curricula - Transition Curriculum: Information available from Jean Ness, 106 Nicholson Hall, 216 Pillsbury Drive.

Article - Literature Review: Available $1.50 from Jean Ness, 106 Nicholson Hall, 216 Pillsbury Drive.

Replication manual - Transition: LD Service Provider's Role: Available $1.50 from Jean Ness, 216 Pillsbury Drive.

PROJECT TITLE:
A Demonstration Project to Teach
Remedial Mathematics

INSTITUTE #: 124

CONTACT PERSON: Juliana Corn

COMPETITION #: 84.078C

MAILING ADDRESS:
Mathematics Department
Queensborough Community Coll.
Bayside, NY 11364

DATE FEDERAL FUNDING EXPIRED:
07/31/89

See case study on p. 26

TELEPHONE #: 718-631-6361

PROJECT PURPOSE:

A demonstration project to teach community college learning disabled students remedial mathematics.

FOCUS OF PROJECT CONTINUATION ACTIVITIES (1989-90):

A math class for learning disabled students (16) began September 1989 and will continue through May 1990. The teacher was trained by the LD consultant prior to the funding expiration. The materials created by the project are being used by the teacher. Dissemination activities continue in a variety of ways: articles and announcements about the project's materials have appeared in the HEATH newsletter, LD newsletter of AHSSPPE, CUNY Instructional Resources Center Newsletter. A full length article discussing teaching techniques developed by the project appeared in the fall issue of the AMATYC Journal. Copies of the project's handbook were sent to every City University of the NY college and State University of NY two-year college. Other copies of the handbook, as well as other project materials have been sent throughout the US and Canada on request.

PROJECT COMPONENTS BEING CONTINUE/CONTACT PERSON/AGENCY:

1. Education/above/Queensborough C.C..
2. Dissemination/above/Queensborough C.C..

PROJECT PRODUCTS:

Product Type/Title:
Training manual - A Teaching Guide: Available $1.50.
Video tapes - 50 Titles: Available $8/tape.
Replication manual - Teaching Remedial Math to LD Students: Available $10.00.
Other - CAI Review: Available $1.50.

PROJECT TITLE: Learning Disabilities Training Project

INSTITUTE #: 120

CONTACT PERSON: Arlene Stewart

COMPETITION #: 84.078C

MAILING ADDRESS:
20 McKee Building
Western Carolina University
Cullowhee, NC 28723

DATE FEDERAL FUNDING EXPIRED: 08/31/89

TELEPHONE #: 704-227-7127

PROJECT PURPOSE:
To provide information about the characteristics of learning disabled college students to faculty and administrative staff. To assess data on 45 students to be monitored at WCU.

FOCUS OF PROJECT CONTINUATION ACTIVITIES (1989-90):
Disseminate training manual, continue phone and mail consultation, referrals.

PROJECT COMPONENTS BEING CONTINUE/CONTACT PERSON/AGENCY:
1. Referral/above/Transition Project.
2. Training/above/Transition Project.
3. Dissemination/above/Transition Project.
4. Agency coordination/above/Transition Project.

PROJECT PRODUCTS:
Product Type/Title:
Training manual - Postsecondary L.D. Primer: Available $20.50 from WCU Bookstore, Cullowhee, N.C., 28723.
Article - Col. Admissions and Handicapped Students: Information available from Transition Project, 20 McKee Building, WCU, Cullowhee, N.C.

PROJECT TITLE:
Project Success

INSTITUTE #: 166

CONTACT PERSON: Larry Bonner

COMPETITION #: 84.078C

MAILING ADDRESS:
Special Services
Richland College
12800 Abrams Road
Dallas, TX 75243

DATE FEDERAL FUNDING EXPIRED:
09/30/89

TELEPHONE #: 214-238-6372

PROJECT PURPOSE:

To provide programs to meet the diverse needs of learning disabled individuals. The project includes development, implementation, and evaluation of: screening instruments to identify and place learning disabled individuals; multisensory instruction in written expression; a tutoring program to match each learning disabled student with a qualified volunteer tutor; an outreach program to provide an opportunity for learning disabled individuals to be identified and attain multisensory reading and spelling instruction in their business setting; individualized educational planning; and career planning and employment skills instruction, followed by the opportunity for job placement activities.

PROJECT TITLE:
Computer Assistance Model for Learning Disabled Students

INSTITUTE #: 121

CONTACT PERSON: Chris Primus

COMPETITION #: 84.078C

MAILING ADDRESS:
Disabled Student Services
University of Wyoming
Box 3808
Laramie, WY 82071

DATE FEDERAL FUNDING EXPIRED:
06/30/89

TELEPHONE #: 307-766-6189

PROJECT PURPOSE:
The goal of the computer assistance model for students with learning disabilities is to enhance their academic success in college and their potential for successful transition to employment through the use of microcomputers and user friendly software.

FOCUS OF PROJECT CONTINUATION ACTIVITIES (1989-90):
Disseminate final report and project products to a selected population and to individuals who request products. Pursue institutional funding of program for next two years. Continue providing computer orientation training to qualified UW students with learning disabilities.

PROJECT COMPONENTS BEING CONTINUE/CONTACT PERSON/AGENCY:
1. Intake and eligibility/above/DSS/UW.
2. Assessment/above/DSS/UW.
3. Counseling/above/DSS/UW.
4. Program refinement and revision/above/DSS/UW.
5. Dissemination/above/DSS/UW.
6. Agency coordination/above/DSS/UW.

PROJECT PRODUCTS:
Product Type/Title:
Training manual - Computer Orientation Manual: No other information available.
Project developed instruments - Software Evaluation Forms: No other information available.
Project developed instruments - Pre-Admissions Forms, Service Forms: No other information available.
Article - Published Papers: No other information available.
Replication manual - CAMLD Final Report: No other information available.

COMPETITION PROFILE: CFDA 84.086M

INNOVATIVE PROGRAMS FOR SEVERELY HANDICAPPED CHILDREN: TRANSITION SKILLS DEVELOPMENT FOR SEVERELY HANDICAPPED (INCLUDING DEAF-BLIND) YOUTH

INITIAL COMPETITION: 3/21/86

PURPOSE OF COMPETITION

The purpose of this competition was to provide support to projects that design, implement, and disseminate information about innovative practices which facilitate the transition of a small number of youth with severe disabilities from education to employment and other service options, in preparation for their integration into regular community environments as adults. Emphasis was to be placed on the development of job-related skills, peer interactions, orientation and mobility, personal grooming, independent living skills, and the development of a positive self-concept. Procedures for initiating and maintaining, on an ongoing basis, coordination and cooperation with state educational and rehabilitative agencies were to be included. Project activities were to focus upon the development of skills identified as those most needed by project participants in order to facilitate their effective transition.

AUTHORITY

Authority for this program is contained in Section 624 of Part C of the Education of the Handicapped Act.

ELIGIBLE RECIPIENTS

Public, private, profit and non-profit organizations and institutions were eligible for this competition.

FUNDS AVAILABLE

Approximately $1,965,000 was expected to be available for support of up to 25 projects.

NUMBER OF GRANTS AWARDED

Eleven grants were awarded under this competition.

DURATION

Project support was available for up to three years under this competition, subject to an annual review of progress and availability of funds. One project expired in 1987. The remaining 10 projects expired in 1989.

SUMMARY OF 84.086M EXPIRED PROJECT PROFILES

PROJECT PURPOSE

Federal funding for the remaining 10 84.086M projects expired in 1989. The overall purpose of this competition was to provide support to projects that design, implement, and disseminate information about innovative practices that facilitate the transition of a small number of youth with severe handicaps from education to employment and other service options, in preparation for their integration into regular community environments as adults. With a focus on the transition from school to work, the majority of these projects established community-based employment programs and curricula to enhance the development of independent work skills among their participants.

FOCUS OF CONTINUATION ACTIVITIES

Five of the 10 expired projects reported on their continuation activities. Four projects reported that the majority of their program components were continued beyond the termination of federal funding. All five projects stated that services would be expanded either to include additional participants or to institute major components of the program in other areas of the state. Three projects are focusing on dissemination activities, in addition to technical assistance, inservice, and continued involvement in interagency planning.

PROJECT COMPONENTS BEING CONTINUED

Six of the 10 projects identified specific program components that will be continued despite the lapse of federal funding. Four projects reported employment placement, training, and follow-up services as continuation activities. Three projects plan to continue referral services, parent and staff inservice, and dissemination efforts. Four projects continue to engage in activities to promote interagency cooperation, and two projects report a focus on program refinement or revision.

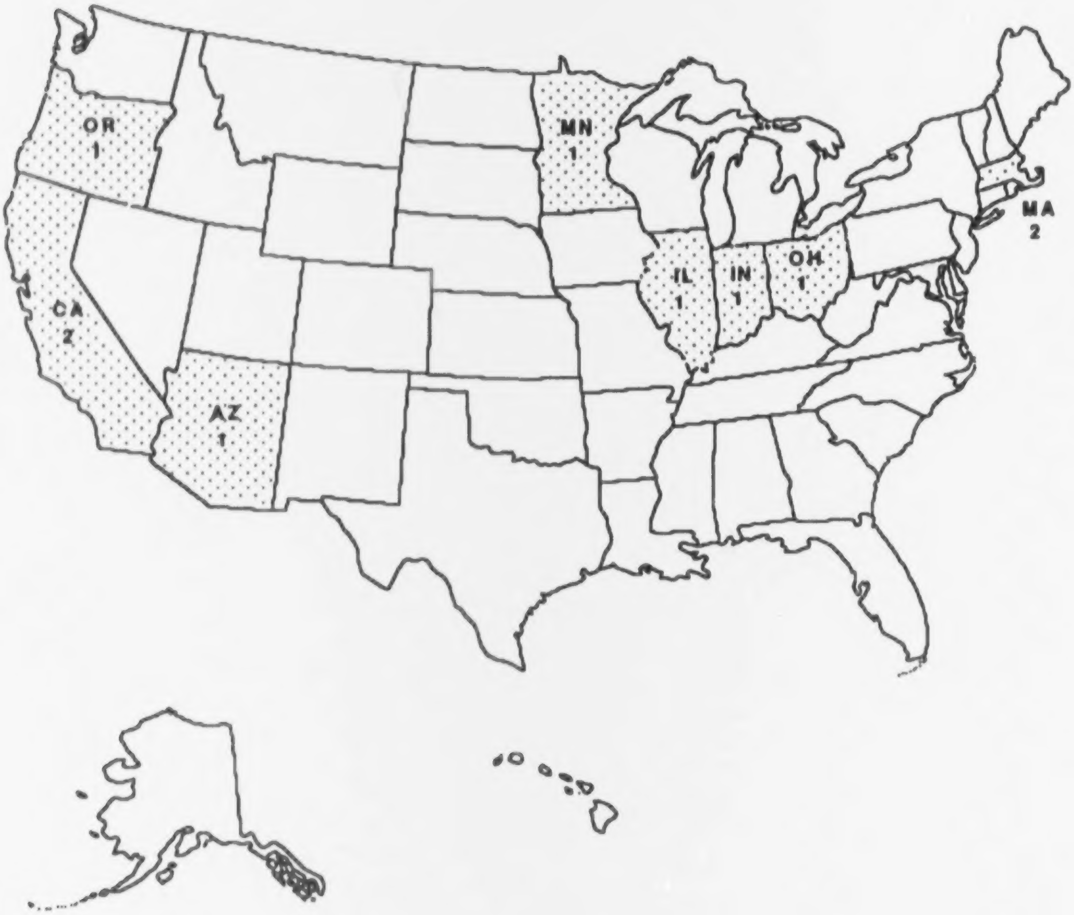
PROJECT PRODUCTS

Five projects provided a list of the products developed during their three-year funding period. All five projects reported preparing a replication manual that detailed the components of their program. Three projects indicated the development of brochures, and two projects listed newsletters, journal articles, and parent handbooks, respectively. In addition, videos and a training manual were produced by two of the 84.086M projects

Location of 84.086M Projects

Geographic Distribution of 84.086M Projects Expiring in 1989

(N = 10)


OR
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1

PROJECT TITLE:
Project Origins

CONTACT PERSON: James S. Gittings

MAILING ADDRESS:
University of Arizona
College of Education
Division of Special Education
Tucson, AZ 85721

TELEPHONE #: 602-621-3248

INSTITUTE #: 147

COMPETITION #: 84.086M

DATE FEDERAL FUNDING EXPIRED:
08/31/89

PROJECT PURPOSE:

Project Origins is a joint effort by the division of Special Education, Arizona State Museum at the University of Arizona, Southern Arizona Pilot Parents Association, and a number of local school districts to develop innovative approaches to vocational skills training and social integration for youth with handicapping conditions. Toward this end, our project seeks to develop the field of archaeology as a matrix for skills training, social integration, and longer-term employment possibilities.

PROJECT TITLE:
Transition Skills Development for
Severely Handicapped

INSTITUTE #: 146

CONTACT PERSON: Dan Hulbert

COMPETITION #: 84.086M

MAILING ADDRESS:
Whittier Union H.S. District
9401 S. Painter Ave.
Whittier, CA 90605

DATE FEDERAL FUNDING EXPIRED:
10/01/89

TELEPHONE #: 213-698-8121

PROJECT PURPOSE:
To design, implement, evaluate, and disseminate innovative methods for the provision of transition skills training to adolescents and young adults with severe handicaps.

FOCUS OF PROJECT CONTINUATION ACTIVITIES (1989-90):
Continuation of community based, functional skill transition program; increased community-based instruction at junior and senior high school levels; continued movement of students into integrated school and community-based environments.

PROJECT COMPONENTS BEING CONTINUE/CONTACT PERSON/AGENCY:
1. Intake/Eligibility Determination/John Hess/Whittier Cooperative, 8036 S. Ocean View, Whittier, CA 90602, 213-945-6431.
2. Assessment/Dan Hulbert/Whittier H.S. District, above.
3. Referral/Dan Hulbert/Whittier Union H.S., above.
4. Placement/Dan Hulbert/Whittier Union H.S., above.
5. Dissemination/Dan Hulbert/Whittier Union H.S., above.
6. Agency Coordination/Dan Hulbert/Whittier Union H.S., above.

PROJECT PRODUCTS:
Product Type/Title:
Brochure - Brochure: Product available upon request from above.
Newsletter - Bottomline: Product available upon request from above.
Video tapes - Best That You Can Be: Available $30.00 from above.
Replication manual - Dissemination Manual: Product available upon request from above.
Other - Video: Help Wanted: Available $20.00 from above.

PROJECT TITLE:
Community Employment Transition Project

INSTITUTE #: 140

CONTACT PERSON: Glen Maxion

COMPETITION #: 84.086M

MAILING ADDRESS:
Grossmont Union High School
230 Jamacha Road
El Cajon, CA 92019

DATE FEDERAL FUNDING EXPIRED:
09/30/89

TELEPHONE #: 619-442-0693

PROJECT PURPOSE:
To employ 30% of graduates each year; organize adult service providers to follow through on individual student plans; and increase community involvement in instruction.

FOCUS OF PROJECT CONTINUATION ACTIVITIES (1989-90):
Develop project findings/final report; develop new training/employment sites as required; transition a minimum of 10 students from school to integrated work; provide a minimum of five inservice training programs to parents/professionals; increase community awareness through a minimum of four public presentations to chambers, services groups, etc.

PROJECT COMPONENTS BEING CONTINUE/CONTACT PERSON/AGENCY:

1. Project refinement/Glen Maxion/Public Secondary/Regional Center, Grossmont Union High, 230 Jamacha Rd., El Cajon, CA 92019.
2. Student Vocational Placement Training/Glen Maxion/Public Secondary, above.
3. Parent Inservice/Glen Maxion/Public Secondary, above.
4. Referral and Placement/Glen Maxion/Regional Center, above.
5. Interagency Coordination/Glen Maxion/Regional Center, above.
6. Student Employment/Glen Maxion/Public Secondary, above.
7. Follow-up/Glen Maxion/Public Secondary, above.

PROJECT PRODUCTS:
Product Type/Title:
Newsletter - S.D. Supported Employment Task Force: Product available upon request from GUHSD/SECC, 230 Jamacha Rd.
Parent handbook - Transition Handbook for Parents: Product available upon request from above.
Article - S.D. Transition Guide: Product available upon request from above.
Article - Project's Final Report: Product available upon request from above.
Replication manual - Vocational Services Handbook: Product available upon request from above.

PROJECT TITLE:
Supported Competitive Employment for Mentally Ill Youth

INSTITUTE #: 149

CONTACT PERSON: Judith Cook

COMPETITION #: 84.086M

MAILING ADDRESS:
Thresholds Research Institute
561 W. Diversey, Suite 210 A
Chicago, IL 60614

DATE FEDERAL FUNDING EXPIRED:
09/30/89

TELEPHONE #: 312-880-2471

PROJECT PURPOSE:
To provide supported employment services to severely mentally ill youth, enabling them to seek and maintain jobs in integrated work settings while avoiding psychiatric rehospitalization.

FOCUS OF PROJECT CONTINUATION ACTIVITIES (1989-90):
Mobile job support services continue. On-the-job curricula are still being taught (substance abuse, stress management and social skills). All youth employment continues to be monitored.

PROJECT COMPONENTS BEING CONTINUE/CONTACT PERSON/AGENCY:

1. Mobile Job Support Services/Judith Cook/Thresholds Research Institute, 561 W. Diversey, Suite 210 A, Chicago, IL 60614, 312-880-2471.
2. On-the Job Curricula/Judith Cook/Thresholds Research Institute, above.
3. Intake and Eligibility Assessment/above.
4. Counseling/above.
5. Dissemination/above.
6. Job Placement/above.

PROJECT PRODUCTS:
Product Type/Title:
Brochure - No title given: Product available upon request from Judith Cook, above.
Newsletter - No title given: Product available upon request from Judith Cook, above.
Parent handbook - No title given: Available $12.50 from Judith Cook, above.
Project developed instruments - No title given: Available $2.00 from above.
Article - No title given: Available $2.00 from Judith Cook, above.

PROJECT TITLE:
School to Community Transition Project

INSTITUTE #: 145

CONTACT PERSON: Jerry Keener

COMPETITION #: 84.086M

MAILING ADDRESS:
315 North Drive
Bloomington, IN 47401

DATE FEDERAL FUNDING EXPIRED:
08/31/89

TELEPHONE #: 812-339-3488

PROJECT PURPOSE:
To demonstrate that the long-term residential, post-school residential, and vocational environments for most severely handicapped students can be predicted. This knowledge coupled with extensive and intensive programming for these learners can facilitate their transition to, and maintenance in community-based programs and alternatives.

FOCUS OF PROJECT CONTINUATION ACTIVITIES (1989-90):
None Stated

PROJECT COMPONENTS BEING CONTINUE/CONTACT PERSON/AGENCY:
1. Agency Coordination/Barbara Horvath/LEA, 315 North Drive, Bloomington, IN 47401, 812-339-3488.
2. Assessment/Barbara Horvath/LEA, above.
3. Program Refinement and Revision/Barbara Horvath/LEA, above.
4. Parent Education and Training/Barbara Horvath/LEA, above.
5. Staff Training/Barbara Horvath/LEA, above.
6. Follow-up/Barbara Horvath/LEA, above.

PROJECT PRODUCTS:
Product Type/Title:
Brochure - From School to Work: Information available from above.
Replication manual - School to Community Transition: Information available from above.
Other - Procedures Manual: Information available from above.

PROJECT TITLE:
A Model Transition Skills Development Program

INSTITUTE #: 141

CONTACT PERSON: Norm Hursch

COMPETITION #: 84.086M

MAILING ADDRESS:
Sargent College
Boston University
University Road
Boston, MA 02215

DATE FEDERAL FUNDING EXPIRED:
06/30/89

TELEPHONE #: 617-353-2725

PROJECT PURPOSE:
To develop, implement, and evaluate an effective transition program to increase the employability, independence, and community integration of severely handicapped and deaf-blind students in a residential day school program.

PROJECT TITLE:
Transitional Skills Development

INSTITUTE #: 142

CONTACT PERSON: John Lambert

COMPETITION #: 84.086M

MAILING ADDRESS:
ABCD, Inc.
178 Trement St., 7th Floor
Boston, MA 02111

DATE FEDERAL FUNDING EXPIRED:
09/30/89

TELEPHONE #: 617-357-6000

PROJECT PURPOSE:
To facilitate a more effective transition from school to work or community living for 25+ multidisabled youth from the city of Boston by developing, starting at age 14, individualized plans for each client that includes social development activities, counseling, job training, and job/other placement.

PROJECT TITLE:
Planning for the Transition to Work and Adult Services

INSTITUTE #: 144

CONTACT PERSON: Gary Parsons

COMPETITION #: 84.086M

MAILING ADDRESS:
Northeast Metro School 916
3300 Century Ave.
White Bear Lake, MN 55110

DATE FEDERAL FUNDING EXPIRED:
09/30/89

TELEPHONE #: 612-487-1445

PROJECT PURPOSE:

To design and implement individualized special education programs which assure that students who are moderately or severely mentally retarded and/or multiply handicapped achieve maximum independence in postsecondary environments.

FOCUS OF PROJECT CONTINUATION ACTIVITIES (1989-90):

Disseminate final evaluation report to staff; continue participation on the Suburban Ramsey County Community Transition Interagency Committee; integrate students into Northeast Metro Technical College; continue to implement use of transition planning profile throughout district.

PROJECT COMPONENTS BEING CONTINUE/CONTACT PERSON/AGENCY:

1. Interagency Advisory Committee/Phil Saari/Suburban Ramsey County Committee, North Suburban DAC, 2940 Rice St., St. Paul, MN 55113.
2. Post-School Referral, Placement/County Human Services.
3. Assessment, Referral, and Record-Keeping/Wes Simonson/NMISD 916, above.
4. Community Referenced Instruction/Susan Hoch/NMISD 916, Fairview Community Center, 1910 W. County Rd. B, Roseville, MN 55113.
5. Parent Training and Advocacy/Jim Nelson/NMISD 916, above.
6. Dissemination - Journal Articles/David Johnson/Institute on Community Integration, University of Minnesota, 6 Pattee Hall, 150 Pillsbury, SE, Minneapolis, MN 55455, 612-625-3863.

PROJECT PRODUCTS:

Product Type/Title:

Brochure - On Transition: Product available upon request from Gary Parsons, above.

Parent handbook - Transition Planning Guide: Available $3.00 from Gary Parsons, above.

Article - Enhancing Parent Participation: Product available upon request from David Johnson, above.

Replication manual - Final Evaluation Report: Available $10.00 from David Johnson, above.

PROJECT TITLE:
Integrated Community Employment Options

INSTITUTE #: 148

CONTACT PERSON: Thomas J. Hemmert

COMPETITION #: 84.086M

MAILING ADDRESS:
Ohio Department MR/DD
30 E. Broad St., Rm. 1275
Columbus, OH 43215

DATE FEDERAL FUNDING EXPIRED:
09/30/89

TELEPHONE #: 614-752-9177

PROJECT PURPOSE:

To successfully place students into integrated community employment in a rural county with high unemployment, addressing such barriers as transportation and parental resistance. To implement a community-based curriculum in a rural setting.

FOCUS OF PROJECT CONTINUATION ACTIVITIES (1989-90):

The project staff has remained with the county program and will continue to transition students from school to work; the staff has also started work with adults in the workshop in an effort to transition them into the community. The staff from Severa County and the Ohio Department of MR/DD are available for technical assistance throughout the state. Materials will be disseminated outlining the steps that were taken to establish a successful transition program in a rural community.

PROJECT COMPONENTS BEING CONTINUE/CONTACT PERSON/AGENCY:

1. Placement/Harvey Allen/Seneca County MR/DD, 780 E. Seneca Co. Rd. 20, Tiffin, OH 44883.
2. Follow-up/Harvey Allen/Seneca Co. MR/DD, above.
3. Training/Harvey Allen/Seneca Co. MR/DD, above.
4. Dissemination/Tom Hemmert/Ohio Department MH/DD, 30 E. Broad St., Room 1275, Columbus, OH 43215, 614-752-9177.

PROJECT PRODUCTS:

Product Type/Title:

Training manual - Community Employment Options: Product available upon request from above.

PROJECT TITLE:
The Lifestyle Outcomes Curriculum Project

INSTITUTE #: 143

CONTACT PERSON: Robert N. Horner

COMPETITION #: 84.086M

MAILING ADDRESS:
Specialized Training Program
135 Education Building
University of Oregon
Eugene, OR 97403

DATE FEDERAL FUNDING EXPIRED:
09/30/89

TELEPHONE #: 503-686-5311

PROJECT PURPOSE:
To improve the transition of students with severe handicaps from high school to adult life by developing, evaluating, and disseminating a curriculum system that is functional, effective, and feasible to use in integrated school and post-school settings.

FOCUS OF PROJECT CONTINUATION ACTIVITIES (1989-90):
Implementation of the project model, the "Valued Outcomes Information System", will continue under the auspices of the Oregon Technical Assistance Corporation and the Oregon Mental Health and Developmental Disability Services Division. By the end of the 89-91 biennium, all Oregon residential programs that provide 24-hour support will be using the project model.

PROJECT COMPONENTS BEING CONTINUE/CONTACT PERSON/AGENCY:
1. Training/Mike Oliver/Oregon Technical Assistance Corporation, 3857 Wolverine St. NE, Salem, OR 97305.
2. Follow-up/Mike Oliver/Oregon Technical Assistance Corporation, above.

COMPETITION PROFILE: CFDA 84.158C

SECONDARY EDUCATION AND TRANSITIONAL SERVICES FOR HANDICAPPED YOUTH: MODELS FOR PLANNING AND IMPLEMENTATION OF TRANSITIONAL SERVICES

INITIAL COMPETITION: 12/07/84
SECOND COMPETITION: 1/21/86
THIRD COMPETITION: 12/15/86

PURPOSE OF COMPETITION

The purpose of the initial competition was to support projects designed to plan and develop cooperative models for activities among State or local education agencies and adult service agencies. These models would facilitate effective planning and program development to meet the service and employment needs of youth with disabilities as they leave school. Model programs were to target those youth who need but have traditionally had problems linking with community-based training programs and services or obtaining and maintaining employment. Projects were expected to consist of a planning phase, which would attend to the development of a cooperative planning model, and an implementation phase, which would implement and evaluate the model.

The program focus was more explicit in the second competition. It was specified that the planning phase (Year 1) should result in cooperative systemic planning which goes beyond collaboration to formal working commitments and agreements. The planning process was also to be sufficiently documented in terms of procedures, resources required, and outcomes obtained so that others could replicate the cooperative planning process. The implementation phase was extended to two years in the FY1986 competition, and replicability of the model was stressed. The model demonstration was also to provide for rigorous evaluation in order to determine its effectiveness to extend current knowledge relating to the transitional needs of youth with disabilities. The second competition also emphasized the collaborative nature of the model projects and stressed the need for applicants to show the commitment of participating education, rehabilitation, or other service providers within the application.

The focus for FY1987 was the identification of systemic barriers in agencies affecting the transition process, development and implementation of innovative approaches for transitional service delivery, and the evaluation of the effectiveness of cooperative planning and implementation. The third competition reflected the requirements of the second competition (FY1986) for a planning phase and an implementation and evaluation phase. The target population remained the same as the initial competition.

AUTHORITY

Authority for this program is contained in Section 626 of Part C of the Education of the Handicapped Act as amended by P.L. 98-199.

ELIGIBLE RECIPIENTS

Institutions of higher education, State educational agencies, local educational agencies, and other public and private nonprofit institutions or agencies (including the State job training coordinating councils and service delivery area administrative entities established under the Job Training Partnership Act) were eligible for all three competitions.

FUNDS AVAILABLE

Approximately $900,000 was available for support of an estimated 13 new cooperative models in fiscal year 1985. The approximate amount available for fiscal year 1986 was $880,000 for support of eight to ten new cooperative models. The approximate amount available for FY1987 was $700,000 for an estimated seven awards.

NUMBER OF GRANTS AWARDED

In FY1985, 16 model demonstration grants were awarded. In FY1986, 10 new model demonstration grants were awarded. In FY1987, 12 new model demonstration grants were awarded.

DURATION

For FY1985, project support was available for two years subject to an annual review of progress and availability of funds. All FY1985 projects expired in 1987. Project support was extended to three years for both FY1986 and FY1987 projects, subject to an annual review and availability of funds. Ten projects in this competition expired in 1989.

SUMMARY OF 84.158C PROJECT PROFILES

GEOGRAPHIC AREA SERVED

Of the 11 current projects, five indicate serving a statewide area, four report serving a region of a state, and two indicate serving a town of 5,000 to 10,000 people.

PRIMARY GRANTEE

Four universities, three state agencies, and two private non-profit agencies received grant awards under this competition. One local education agency and one university affiliated program also received grant awards.

PROJECT PARTICIPANTS

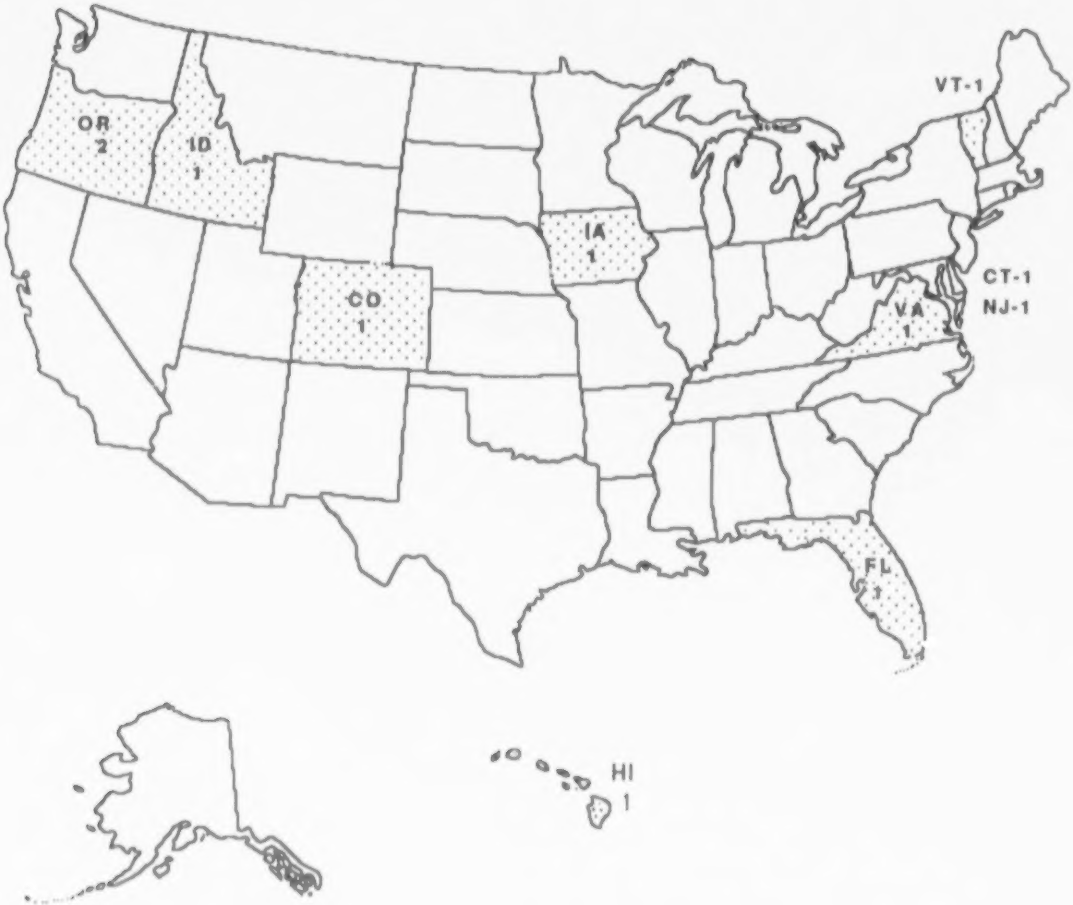
The current projects report 1,955 persons with disabilities receiving direct services. These projects also were asked to estimate the total number of persons with disabilities who will benefit from services such as training. The projects indicate that approximately 33,739 such persons will be impacted. Sixty-six percent (7,946) of the target population for this competition are persons with learning disabilities, 11% (1,316) have the handicapping condition of mild mental retardation, 9% (1,071) have the handicapping condition of emotional disorder, and 6% (711) have the handicapping condition of moderate mental retardation.

All projects indicate the provision of related service components. Those projects report training and service to 839 teachers, 626 parents, 281 agency personnel, 152 members of the business community, 81 students, 39 project personnel, and 28 postsecondary faculty members.

COOPERATING AGENCIES

All projects indicate involvement with cooperating agencies or organizations. Of these projects, 14 report cooperation with state agencies, seven are cooperating with local education agencies, six indicate cooperation with public secondary schools, universities, or community colleges, and four projects report cooperation with either JTPA's or parent organizations.

Location of 84.158C Projects
Geographic Distribution of Current 84.158C Projects as of May 1990
(N = 11)


OR
2
ID
1
IA
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CO
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VT-1
CT-1
NJ-1
VA
1
FL
1
HI
1

PROJECT TITLE:
Secondary Education Transition Model

INSTITUTE #: 184

PROJECT DIRECTOR:
Elnora Gilfoyle

COMPETITION #: 84.158C

PROJECT COORDINATOR:
Pat Sample

PROJECT START DATE: 07/01/87
PROJECT END DATE: 06/30/90

CONTACT PERSON: Pat Sample

MAILING ADDRESS:
Colorado State University
Transition Services
303 Occupational Services
Ft. Collins, CO 80523

PRIMARY GRANTEE:
University or Four-Year College

TELEPHONE #: 303-491-5930

GEOGRAPHIC AREA SERVED:
A region within a state

See case study on p. 42

PUBLIC TRANSPORTATION: No

PROJECT PURPOSE:

To plan and implement comprehensive transition services for severely handicapped students beginning at the secondary school level. This project will be conducted in cooperation with parents, state and local service agencies, and three local school districts (suburban and rural).

PROJECT FOCUS:

1. Complete dissemination of transition planning throughout the participating school districts and agencies.
2. Finalize interagency agreements through the Interagency Transition Advisory Council (ITAC).
3. Train participating school personnel in techniques of community referenced assessment, job development, and job support skills.
4. Complete transition planning manual and distribute it to participating school districts, parents, adult service agencies, and at local, regional, and national conferences.
5. Present the project and preliminary results at local and national conferences.
6. Finalize evaluation of project and document project results.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 300

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 110

Handicapping Condition	No. Served	Age Range
Behavioral Disorders	3	14 - 21

Cerebral Palsy	10	14 - 21
Deaf/blind	5	14 - 21
Developmental Disability	15	14 - 21
Emotional Disorder	5	14 - 21
Epilepsy	10	14 - 21
Hearing Impairment	5	14 - 21
Severe Mental Retardation	10	14 - 21
Profound Mental Retardation	3	14 - 21
Multiple Handicap	22	14 - 21
Speech Impairment	5	14 - 21
Visual Impairment	2	14 - 21
Physical Disability	15	14 - 21

Professionals/parents receiving services (training) through project activities:

Parents - 110
Business/industry - 100
Project personnel - 10
Advisory Council Members - 15
Undergraduate/graduate students - 80
Agency personnel - 25
Teachers - 45
Postsecondary faculty - 10

PROJECT EVALUATION PLAN:

Evaluation Approach(es): System analysis, Goal based, Case study

Type of Data/Information Being Collected:

On Students/Clients: Intake/referral information, Progress in educational program, Degree of integration, Postsecondary outcomes, Employment outcomes, Residential outcomes, Student/Client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status

On Employers: Degree of collaboration between project and employers, Employer satisfaction with project activities

On Postsecondary Education: Characteristics/demographics, Degree of collaboration between project and providers, Provider satisfaction with project activities

Instrumentation:

Commercially Available Instruments Used by Projects:
Functional Assessment Inventory

Locally/Project Developed Instruments:
Vignettes/Administrative Journal, Situational Observation Form, Quality of Transition Index, Student Records, Competency Achievement Records, IEP's, Improvement of Linkage Survey, Employer/Community Perception Survey, Follow-up Survey, Parent Satisfaction, Student Satisfaction, Record of Student Placements

Personnel Involved in Evaluation: Project director, Project coordinator, Project staff, Advisory board

Type of Evaluation Reporting and Audience:

Type: Formal evaluation report, Executive summary, Brochure/Pamphlet

Audience: Consumers, OSERS, Transition Institute, Advisory board, State agency, Division of Development Disabilities, Colorado Dept. of Education, Colorado Rehabilitation Services, Local education agency, Parent groups, Parents

PROJECT PRODUCTS:

Product	Date Available
Brochure	06/01/90
Parent handbook	01/01/90
Student handbook	01/01/90
Training manual	01/01/90
Project-developed instruments	06/01/90
Journal articles	01/01/90
Replication manual	06/01/90

PROJECT TITLE:
Connecticut Transition Initiative

INSTITUTE #: 185

PROJECT DIRECTOR:
Lucinda H. Gerson

COMPETITION #: 84.158C

PROJECT COORDINATOR:
Valerie V. LaVake

PROJECT START DATE: 07/01/87
PROJECT END DATE: 06/30/90

CONTACT PERSON: Valerie V. LaVake

MAILING ADDRESS:
Easter Seal Society of CT
P.O. Box 100
Hebron, CT 06248

PRIMARY GRANTEE:
Private Non-Profit Agency

TELEPHONE #: 203-228-9438

GEOGRAPHIC AREA SERVED:
A state

See case study on p. 44

PUBLIC TRANSPORTATION: Yes

PROJECT PURPOSE:
To develop an interagency, statewide initiative for more effective transition planning and service delivery options for secondary students with disabilities in the State of Connecticut.

PROJECT FOCUS:
1. Continuation of TALC.
2. Approval of dissemination of TALC position papers.
3. Three model demonstration school systems.
4. Inservice training for school systems.

PROJECT PARTICIPANTS:
Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 15000

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 200

Professionals/parents receiving services (training) through project activities:
Parents - 75
Teachers - 150
Project personnel - 6

PROJECT EVALUATION PLAN:
Evaluation Approach(es): Goal based, Decision making, Professional review

Type of Data/Information Being Collected:

On Students/Clients: Demographic, Assessment results, Progress in educational program, Prior work experience, Progress in employment training programs, Postsecondary outcomes, Employment outcomes, Residential outcomes

On Employers: Characteristics/demographics, Degree of collaboration between project and employers, Employer satisfaction with project activities

On Postsecondary Education: Amount of direct service to providers, Provider satisfaction with project activities

Personnel Involved in Evaluation: Project coordinator, Advisory board

Type of Evaluation Reporting and Audience:

Audience: Advisory board

PROJECT PRODUCTS:

Product	Date Available
Brochure	Not Indicated
Newsletter	Not Indicated
Training manual	Not Indicated
Project-developed instruments	Not Indicated
Journal articles	Not Indicated

PROJECT TITLE:
Project Life LAB

PROJECT DIRECTOR:
B.J. Schenck

PROJECT COORDINATOR:
Vicente Perez

CONTACT PERSON: B.J. Schenck

MAILING ADDRESS:
School Board of Alachua County
620 East University Avenue
Gainesville, FL 32601

TELEPHONE #: 904-336-3676

See case study on p. 43

INSTITUTE #: 186

COMPETITION #: 84.158C

PROJECT START DATE: 07/01/87
PROJECT END DATE: 06/30/90

PRIMARY GRANTEE:
Local Education Agency

GEOGRAPHIC AREA SERVED:
A county

PUBLIC TRANSPORTATION: Yes

PROJECT PURPOSE:

The overall project goal is to identify agency barriers to a successful transition, and to implement a cooperative planning program of integrated transitional services for handicapped youth. The focus of the project has been student, parent, and teacher motivation to assist in the development and pursuit of realistic personal and career goals, and the obtaining of services, training, and successful employment in an appropriate setting according to individual capabilities. The students served include approximately 500 secondary students in grades 9 - 12 who are served in Exceptional Student Education in Alachua County.

PROJECT FOCUS:

1. Establish procedures for interagency council involvement in case management.
2. Conduct parent workshop on ITP utilization.
3. Conduct motivational seminars for student recognition.
4. Complete video on local programs and work opportunities.
5. Determine dropout rate of students affected by project.
6. Complete employment and agency data on students.
7. Complete Final Evaluation Report.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 0

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 0

Handicapping Condition	No. Served	Age Range
Autism	6	15 - 21
Chronic Mental Illness	10	15 - 21

Emotional Disorder	156	15 - 21
Hearing Impairment	9	15 - 21
Learning Disability	198	15 - 21
Mild Mental Retardation	50	15 - 21
Moderate Mental Retardation	51	15 - 21
Severe Mental Retardation	41	15 - 21
Visual Impairment	2	15 - 21
Physical Disability	30	15 - 21

Professionals/parents receiving services (training) through project activities:

Parents - 30
Teachers - 21
Undergraduate/graduate students - 1
Agency personnel - 25
Project personnel - 3

PROJECT EVALUATION PLAN:

Evaluation Approach(es): Goal based

Type of Data/Information Being Collected:

On Students/Clients: Demographic, Progress in educational program, Progress in employment training programs, Postsecondary outcomes, Employment outcomes, Residential outcomes, Student/Client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status

On Employers: Characteristics/demographics, Employer satisfaction with project activities, Project impact on employers

Instrumentation:

Locally/Project Developed Instruments:
Agency Satisfaction Survey, Employer Satisfaction Survey, Parent Services Survey, Post-School Employment Patterns

Personnel Involved in Evaluation: Project director, Project coordinator, Project staff, Third-party evaluator, Staff evaluator, District supervisor

Type of Evaluation Reporting and Audience:

Type: Formal evaluation report, Executive summary

Audience: OSERS, Transition Institute, State agency, Bureau of Education for Exceptional Students, Interagency Council

PROJECT PRODUCTS:

Product	Date Available
Parent handbook	06/01/90
Student handbook	06/10/90
Project-developed instruments	04/01/88
Slide presentation	10/01/88
Video tape	06/01/90
Curricula	06/01/90
Journal articles	08/01/90
Replication manual	06/01/90

PROJECT TITLE:
Hawaii Transition Effectiveness Project

INSTITUTE #: 187

PROJECT DIRECTOR:
Robert Stodden

COMPETITION #: 84.158C

PROJECT COORDINATOR:
Robert Campbell

PROJECT START DATE: 07/01/87
PROJECT END DATE: 06/30/90

CONTACT PERSON: Robert Campbell

MAILING ADDRESS:
University Affiliated Programs
1776 University Ave.
Honolulu, HI 96822

PRIMARY GRANTEE:
University Affiliated Program

TELEPHONE #: 808-948-6156

GEOGRAPHIC AREA SERVED:
A state

PUBLIC TRANSPORTATION: Yes

PROJECT PURPOSE:
The purpose of the Hawaii Transition Effectiveness Project is the development and implementation of a model for cooperative interagency transition planning and evaluation. The specific focus is on the interagency development and use of program and individual outcome information to improve the availability and quality of transition services for youth with special needs. Secondary-aged youths and young adults with disabilities are the primary beneficiaries of the project. Documented objectives include: a) the development of an interagency transition planning committee; b) development of a cooperative transition model (CTM) for improving the availability and quality of transition programs; c) implementation and evaluation of the CTM; and, d) institutionalization, replication, and dissemination of CTM.

PROJECT FOCUS:
1. Analyze collected data regarding the availability and effectiveness of transition services to secondary-aged youth with disabilities.
2. Activate focused systems change activities as dictated by data analysis.
3. Evaluate, replicate, and disseminate the CTM.
4. Institutionalize demonstrated effective outcomes of the CTM.

PROJECT PARTICIPANTS:
Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 5000

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 104

PROJECT EVALUATION PLAN:

Evaluation Approach(es): System analysis, Goal based, Decision making

Type of Data/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographic, Educational background, Assessment results, Progress in educational program, Prior work experience, Progress in employment training programs, Degree of integration, Postsecondary outcomes, Employment outcomes, Residential outcomes, Student/Client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status

On Employers: Characteristics/demographics

On Postsecondary Education: Characteristics/demographics

Instrumentation:

Locally/Project Developed Instruments:

Hawaii Transition Follow-Along Questionnaire, School Data Collection Forms

Personnel Involved in Evaluation: Project director, Project coordinator, Project staff

Type of Evaluation Reporting and Audience:

Type: Formal evaluation report, Executive summary, Brochure/Pamphlet

Audience: Consumers, OSERS, Transition Institute, State agency, DOE, DVR, DOH

PROJECT PRODUCTS:

Product	Date Available
Brochure	10/01/88
Training manual	10/01/88
Project-developed instruments	01/01/90
Journal articles	06/30/90
Replication manual	03/01/90

PROJECT TITLE:
Idaho Transition Project

INSTITUTE #: 188

PROJECT DIRECTOR:
Sharon Pond

COMPETITION #: 84.158C

PROJECT COORDINATOR:
Sharon Pond

PROJECT START DATE: 07/01/87
PROJECT END DATE: 06/01/90

CONTACT PERSON: Sharon Pond

MAILING ADDRESS:
Idaho State Department of Education
650 W. State St.
Boise, ID 83720

PRIMARY GRANTEE:
State Educational Agency

TELEPHONE #: 208-334-3940

GEOGRAPHIC AREA SERVED:
A state

PUBLIC TRANSPORTATION: No

PROJECT PURPOSE:

To stimulate the development and improvement of programs for secondary special education, and to develop a system of cooperative planning and implementation of transition services through a coordinated system of local, regional, and state efforts. Major components include: interagency working group and the exchange of personnel for various inservice and training needs; inservice training at local, regional, and state workshops; and development of school-based transition services to LEAs.

PROJECT FOCUS:

1. Continued Interagency Working Group activites to promote cooperation in transition service delivery.
2. Refine Interagency Agreements and develop guidelines for transference of responsibility from LEA's to adult services.
3. Conduct state wide conference for 150 professionals on improved programs for at-risk populations.
4. Provide training to 75 personnel of small rural districts through six workshops.
5. Provide three regional workshops for 300 interagency personnel and students on transition planning and postsecondary opportunities.
6. Provide training for 25 community work coordinators/job coaches.
7. Conclude Year 3 follow-along studies of LEA's, initiate statewide follow-along studies with University of Idaho.
8. Develop register of LEA personnel to provide technical assistance in transition services.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 1500

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 750

Handicapping Condition	No. Served	Age Range
Emotional Disorder	7	
Health Impairment	6	
Hearing Impairment	3	
Learning Disability	233	16 - 21
Mild Mental Retardation	243	16 - 21
Speech Impairment	1	
Visual Impairment	3	

Professionals/parents receiving services (training) through project activities:

Parents - 200
Teachers - 250
Agency personnel - 50

PROJECT EVALUATION PLAN:

Evaluation Approach(es): System analysis, Goal based

Type of Data/Information Being Collected:

On Students/Clients: Demographic, Employment outcomes, Residential outcomes

On Postsecondary Education: Characteristics/demographics

Instrumentation:

Locally/Project Developed Instruments:

Inservice Rating Scale, Conference Evaluation Rating Scale, LEA Transition Planning Survey

Personnel Involved in Evaluation: Project director, Advisory board

Type of Evaluation Reporting and Audience:

Type: Formal evaluation report

Audience: OSERS, Transition Institute, Interagency Work Group, State agency personnel, LEA's

PROJECT PRODUCTS:

Product	Date Available
Parent handbook	Not Indicated
Video tape	Not Indicated

PROJECT TITLE:
Promoting Competitive Employment Services for Persons with Severe Handicaps

PROJECT DIRECTOR:
David P. Wacker

PROJECT COORDINATOR:
Thomas H. Flynn

CONTACT PERSON: Thomas H. Flynn

MAILING ADDRESS:
The University of Iowa
University Hospital School, Rm. 251
Iowa City, IA 52242

TELEPHONE #: 319-353-6455

INSTITUTE #: 189

COMPETITION #: 84.158C

PROJECT START DATE: 07/01/87
PROJECT END DATE: 06/30/90

PRIMARY GRANTEE:
University or Four-Year College

GEOGRAPHIC AREA SERVED:
A region within a state

PUBLIC TRANSPORTATION: No

PROJECT PURPOSE:
Develop and implement cooperative agreements among school and adult service providers in six separate geographic regions in Iowa to promote supported employment and transition options. The project will offer six examples of these cooperative programs to other school and adult providers initiating or expanding services for transition or supported employment.

PROJECT FOCUS:
1. Implement project in two new communities and continue in one of the regional project sites.
2. Provide supported employment placements to students with moderate and severe mental disabilities.
3. Develop and disseminate a monograph on the project, both in the state and throughout the nation.
4. Provide inservice training and technical assistance to programs in the state upon request.
5. Complete and write up the results of an acceptability study on supported employment.

PROJECT PARTICIPANTS:
Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 130

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 110

Handicapping Condition	No. Served	Age Range
Autism	2	20 - 35
Chronic Mental Illness	10	21 - 60

Mild Mental Retardation	20	18 - 45
Moderate Mental Retardation	65	16 - 60
Severe Mental Retardation	8	16 - 25
Multiple Handicap	7	18 - 32

Professionals/parents receiving services (training) through project activities:

Agency personnel - 20
Peer tutors - 4
Project personnel - 3
Undergraduate/graduate students - 2
Business/industry - 12
Teachers - 12

PROJECT EVALUATION PLAN:

Evaluation Approach(es): System analysis, Goal based, Professional review

Type of Data/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographic, Prior work experience, Progress in employment training programs, Employment outcomes, Satisfaction of significant others with student/client progress or status

On Employers: Characteristics/demographics, Employer satisfaction with project activities

On Postsecondary Education: Provider satisfaction with project activities

Instrumentation:

Commercially Available Instruments Used by Projects:
Vocational Assessment and Curriculum Guide, Work Experience Assessment, Adaptive Behavior Scale

Locally/Project Developed Instruments:
Social Skills Checklist, Acceptability Survey for parents, group personnel, employers, co-workers, teachers, aides, participants, Evaluation Forms, Job Coach Contact Logs, Project Referral Forms

Personnel Involved in Evaluation: Project director, Project coordinator, Project staff, Advisory board, Project co-director

Type of Evaluation Reporting and Audience:

Type: Formal evaluation report, Monograph

Audience: OSERS, Transition Institute, Advisory board, State agency, Department of Education, DVRS, Iowa Transition Initiative

PROJECT PRODUCTS:

Product	Date Available
Brochure	03/01/88
Newsletter	08/01/88
Project-developed instruments	07/01/89
Video tape	06/30/88
Journal articles	07/01/90
Replication manual	07/01/90
Monograph	07/01/90

PROJECT TITLE:
Project LINK

INSTITUTE #: 191

PROJECT DIRECTOR:
Majorie T. Goldstein

COMPETITION #: 84.158C

PROJECT COORDINATOR:
Marjorie T. Goldstein

PROJECT START DATE: 07/01/87
PROJECT END DATE: 06/30/90

MAILING ADDRESS:
William Paterson College of New Jersey
Special Education and Counseling
Wayne, NJ 07470

PRIMARY GRANTEE:
University or Four-Year College

TELEPHONE #: 201-595-3092

GEOGRAPHIC AREA SERVED:
A region within a state

PUBLIC TRANSPORTATION: Yes

PROJECT PURPOSE:

To facilitate the successful transition of high-risk mildly handicapped non-college bound postsecondary youth from school to community. Using the college campus as a "sheltered community" the program involves members in paid, part-time campus-based work experience focusing on work values/attitudes, and on the development of appropriate work-related social behaviors; campus-based social and recreational needs activities coordinated by mentors in collaboration with members; and instruction, based on members needs and provided by mentors. A main objective is to create opportunities for members to "lose their labels" as they become increasingly independent of external controls and more self-reliant.

PROJECT FOCUS:

1. Implementation of interagency planning to include identification of, and referral of, prospective members considered "high-risk" by LEA's and PSSP's.
2. Continued development and implementation of the instructional, work experience, and social/recreational components of the campus-based program for members, and of the mentor training program.
3. Continued implementation of procedures to affect member's transition from campus to PSSP for either (1) targeted occupational training, or (2) on-the-job training.
4. Continued refinement and implementation of evaluation procedures.
5. Continued maintenance of communication networks (formal boards and informal contracts) to fulfill project objectives.
6. Preparation of data for indepth analysis.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 49

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 21

Handicapping Condition	No. Served	Age Range
Emotional Disorder	3	18+
Learning Disability	15	18+
Mild Mental Retardation	3	18+

PROJECT EVALUATION PLAN:

Evaluation Approach(es): Goal based, Goal free, Decision making, Professional review, Case study

Type of Data/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographic, Educational background, Assessment results, Progress in educational program, Prior work experience, Progress in employment training programs, Degree of integration, Employment outcomes, Residential outcomes, Satisfaction of significant others with student/client progress or status

On Employers: Characteristics/demographics, Degree of collaboration between project and employers, Amount of direct service to employer, Employer satisfaction with project activities

Instrumentation:

Commercially Available Instruments Used by Projects:
Peabody Picture Vocabulary Test - R, SSSQ, POSVAP, Curriculum Embedded Assessment, WRAT-R

Locally/Project Developed Instruments:
Behaviors Checklists, Attributes Demonstrating Readiness, Attitudes/Behaviors Profile, Mentor Self-Evaluation Form, Work-site Supervisor's Interview, Members Structured Interviews, Biweekly Mentor Activity Records, Parent/Family Questionnaire, Mentor Entry Questionnaire, Prosepective Member Application, Audio Taped Self-evaluation of Growth, Internal Comparative Ranking Forms, Transition Referral Form, H.S./General Referral Form

Personnel Involved in Evaluation: Project director, Project coordinator, Project staff, Third-party evaluator

Type of Evaluation Reporting and Audience:

Type: Formal evaluation report, Executive summary, Brochure/Pamphlet

Audience: Consumers, OSERS, Transition Institute, Advisory board, State agency, Local education agencies, PSSPs

PROJECT PRODUCTS:

Product	Date Available
Brochure	04/01/89
Training manual	09/01/89
Journal articles	12/01/88
Work-site Supervisors Handbook	09/01/88

PROJECT TITLE:
From School to Adult Life: Building a Transition System

INSTITUTE #: 192

PROJECT DIRECTOR:
Larry Rhodes

COMPETITION #: 84.158C

PROJECT START DATE: 07/01/87
PROJECT END DATE: 06/30/90

MAILING ADDRESS:
University of Oregon
Specialized Training Program
135 Education Building
Eugene, OR 97403

PRIMARY GRANTEE:
University or Four-Year College

TELEPHONE #: 503-346-5311

GEOGRAPHIC AREA SERVED:
A region within a state

PUBLIC TRANSPORTATION: No

PROJECT PURPOSE:
To involve education, adult services, and family participants in order to establish a state and local process for collective work to insure successful transition.

PROJECT FOCUS:
1. Expand and analyze the knowledge base regarding barriers to transition.
2. Construct a transition model.
3. Develop collaboration among participants.
4. Develop materials and provide training to build family's role.
5. Implement transition model at state and local level.
6. Evaluate project.

PROJECT PARTICIPANTS:
Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 100

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 35

Handicapping Condition	No. Served	Age Range
Severe Mental Retardation	100	15 +

Professionals/parents receiving services (training) through project activities:
Parents - 50 Teachers - 9

PROJECT EVALUATION PLAN:
Evaluation Approach(es): System analysis, Decision making

Instrumentation:

Locally/Project Developed Instruments:
Transition Model Checklist, Needs Assessment Survey, Survey of Involved Individuals, Transition Model Documentation, Individual Data Summaries

Personnel Involved in Evaluation: Project director, Project coordinator, Staff evaluator, Transition specialist

Type of Evaluation Reporting and Audience:
Type: Formal evaluation report
Audience: Consumers, OSERS, State agency, Employment service providers, Educators

PROJECT PRODUCTS:

Product	Date Available
Newsletter	06/01/90
Training manual	10/01/88
Project-developed instruments	01/01/89
Journal articles	06/01/90
Transition model	05/01/88
Parent handbook	03/01/89
Transition outcomes database	05/01/90

PROJECT TITLE:
Oregon Transition Program

PROJECT DIRECTOR:
Ray Rothstrom

CONTACT PERSON: Ray Rothstrom

MAILING ADDRESS:
Oregon Department of Education
700 Pringle Prkwy, S.E.
Salem, OR 97310

TELEPHONE #: 503-378-4765

INSTITUTE #: 181

COMPETITION #: 84.158C

PROJECT START DATE: 07/01/87
PROJECT END DATE: 06/30/90

PRIMARY GRANTEE:
State Educational Agency

GEOGRAPHIC AREA SERVED:
A state

PUBLIC TRANSPORTATION: Yes

PROJECT PURPOSE:

To develop, field-test, revise, and implement a model for improving secondary special education and transition services for students with either mild or severe disabilities in school districts throughout Oregon. The foundation for this statewide effort includes a comprehensive research examination of the current status of services and programs in Oregon, as well as a series of activities designed to build a strong and broad coalition of support for needed improvement.

PROJECT FOCUS:

1. Develop and review final procedures and material for statewide utilization and replication in the states of Nevada Washington, Texas, and New South Wales, Australia.
2. Expand statewide utilization from 22 counties to 33 of a total of 36 counties in Oregon.
3. Develop and implement a management information system to share information among local teams in the statewide network.
4. Secure funds (state and local) to maintain the program.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 11000

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 0

Handicapping Condition	No. Served	Age Range
Autism	3	
Cerebral Palsy	100	14 - 21
Communication Disorders	300	14 - 21
Emotional Disorder	900	14 - 21

Epilepsy	100	14 - 21
Hearing Impairment	100	14 - 21
Learning Disability	7500	14 - 21
Mild Mental Retardation	1000	14 - 21
Moderate Mental Retardation	600	14 - 21

Professionals/parents receiving services (training) through project activities:

Parents - 50
Business/industry - 18
Project personnel - 5
Agency personnel - 70
Teachers - 90
Postsecondary faculty - 18

PROJECT EVALUATION PLAN:

Evaluation Approach(es): Goal based, Goal free, Decision making

Instrumentation:

Locally/Project Developed Instruments:

Needs assessment

Personnel Involved in Evaluation: Project staff

Type of Evaluation Reporting and Audience:

Type: Executive summary

Audience: Consumers, OSERS, Transition Institute, Advisory board, State agency, State Department of Education

PROJECT PRODUCTS:

Product	Date Available
Newsletter	03/01/89
Project-developed instruments	03/01/88
SEA procedures manual	09/01/90

PROJECT TITLE:
A Statewide Model for Cooperative Planning and Developing Transitional Services

INSTITUTE #: 182

PROJECT DIRECTOR:
Marc Hull

COMPETITION #: 84.158C

PROJECT START DATE: 07/01/87
PROJECT END DATE: 06/30/90

CONTACT PERSON: Marc Hull

MAILING ADDRESS:
Vermont State Department of Education
Special Education Unit
120 State Street
Montpelier, VT 05602

PRIMARY GRANTEE:
State Educational Agency

TELEPHONE #: 802-656-2936

GEOGRAPHIC AREA SERVED:
A state

PUBLIC TRANSPORTATION: No

PROJECT PURPOSE:

To develop, implement, and evaluate a model for state- and local-level interagency collaboration between the Divisions of Special Education and Vocational Education, the Division of Mental Health, the Division of Vocational Rehabilitation, and the Department of Employment and Training. The goal is to enhance the transitional services available to youth labeled mentally retarded in Vermont. This goal is being achieved through a variety of planning, implementation, and evaluation activities designed to increase the number of youths who are placed in competitive or supported employment, or postsecondary vocational training prior to or immediately following graduation from high school.

PROJECT FOCUS:

1. Establishing local advisory boards.
2. Developing and implementing local interagency agreements.
3. Developing transition plans for students.
4. Developing and implementing model strategies.
5. Implementing monitoring instrument in demonstration and replication sites.
6. Evaluating model demonstration strategies and effectiveness.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 100

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 0

Handicapping Condition	No. Served	Age Range
Developmental Disability	100	14 - 21

Professionals/parents receiving services (training) through project activities:

Parents - 50
Business/industry - 25
Project personnel - 10
Agency personnel - 80
Teachers - 250

PROJECT EVALUATION PLAN:

Evaluation Approach(es): System analysis, Goal based

Type of Data/Information Being Collected:

On Students/Clients: Demographic, Prior work experience, Degree of integration, Postsecondary outcomes, Employment outcomes, Residential outcomes, Student/Client satisfaction with services/outcomes obtained, Number of students with transition plans

On Employers: Project impact on employers

Instrumentation:

Commercially Available Instruments Used by Projects:
Follow-Up Instrument

Locally/Project Developed Instruments:
Process Evaluation Questionnaire

Personnel Involved in Evaluation: Project director, Project coordinator, Project staff

Type of Evaluation Reporting and Audience:

Type: Formal evaluation report

Audience: Consumers, OSERS, Transition Institute, Advisory board, State agency, Departments of Education, Mental Health, Vocational Rehabilitation, and Employment and Training

PROJECT PRODUCTS:

Product	Date Available
Project-developed instruments	06/01/90
Journal articles	Not Indicated
Replication manual	12/01/90

PROJECT TITLE:
Project PLACEMENT

INSTITUTE #: 183

PROJECT DIRECTOR:
Anthony G. Faina

COMPETITION #: 84.158C

PROJECT START DATE: 07/01/87
PROJECT END DATE: 06/30/90

MAILING ADDRESS:
Virginia Department of Education
Division of Special Education
P.O. Box 6 - Q
Richmond, VA 23216

PRIMARY GRANTEE:
State Educational Agency

TELEPHONE #: 804-225-2880

GEOGRAPHIC AREA SERVED:
A county

PUBLIC TRANSPORTATION: No

PROJECT PURPOSE:

To develop, implement, and refine a model that ensures successful competitive employment for job-ready special education students exiting the public schools. It involves developing a secondary/postsecondary system for job placement and replication of the model throughout the state.

PROJECT FOCUS:

1. Develop and implement a job readiness assessment system.
2. Implement coordinated placement procedures across agencies in two localties.
3. Develop training materials and project operations manual.
4. Provide inservice training to local placement teams in two localities.
5. Form a state project advisory committee.
6. Establish a state employer network.
7. Establish a local employer network (in two localities).

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 560

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 560

Professionals/parents receiving services (training) through project activities:

Parents - 1
Business/industry - 1
Project personnel - 1
Agency personnel - 1
Teachers - 1

PROJECT EVALUATION PLAN:
Evaluation Approach(es): System analysis

Instrumentation:
Commercially Available Instruments Used by Projects:
WAIS-R WISC-R, VACG, SSSQ, WRAT
Locally/Project Developed Instruments:
Daily Living Skills Observation, Work Behavior Observation Form, Independent Living Skills Checklist, Employer Satisfaction Rating Scale, Intake Interview

SUMMARY OF 84.158C EXPIRED PROJECT PROFILES

PROJECT PURPOSE

Federal funding for 10 projects in this competition expired in 1989. The overall purpose stated by these projects was to provide transitional services that would enhance the attainment of outcomes, such as employment and community participation, for youths with disabilities. A major program component for the majority of projects was to develop a cooperative transition planning and service delivery model. These projects served youth with various handicapping conditions.

FOCUS OF CONTINUATION ACTIVITIES

Four of the 10 projects described the focus of their continuation activities after the expiration of federal funding. Three of the four projects described extensive dissemination activities, one project indicated continuing follow-up of program participants, one project indicated the implementation of a vocational assessment component, and one project reported the continuation of task force activities aimed at improving job opportunities for persons with disabilities. Finally, one project stated that all major program components will continue with support from local funding sources.

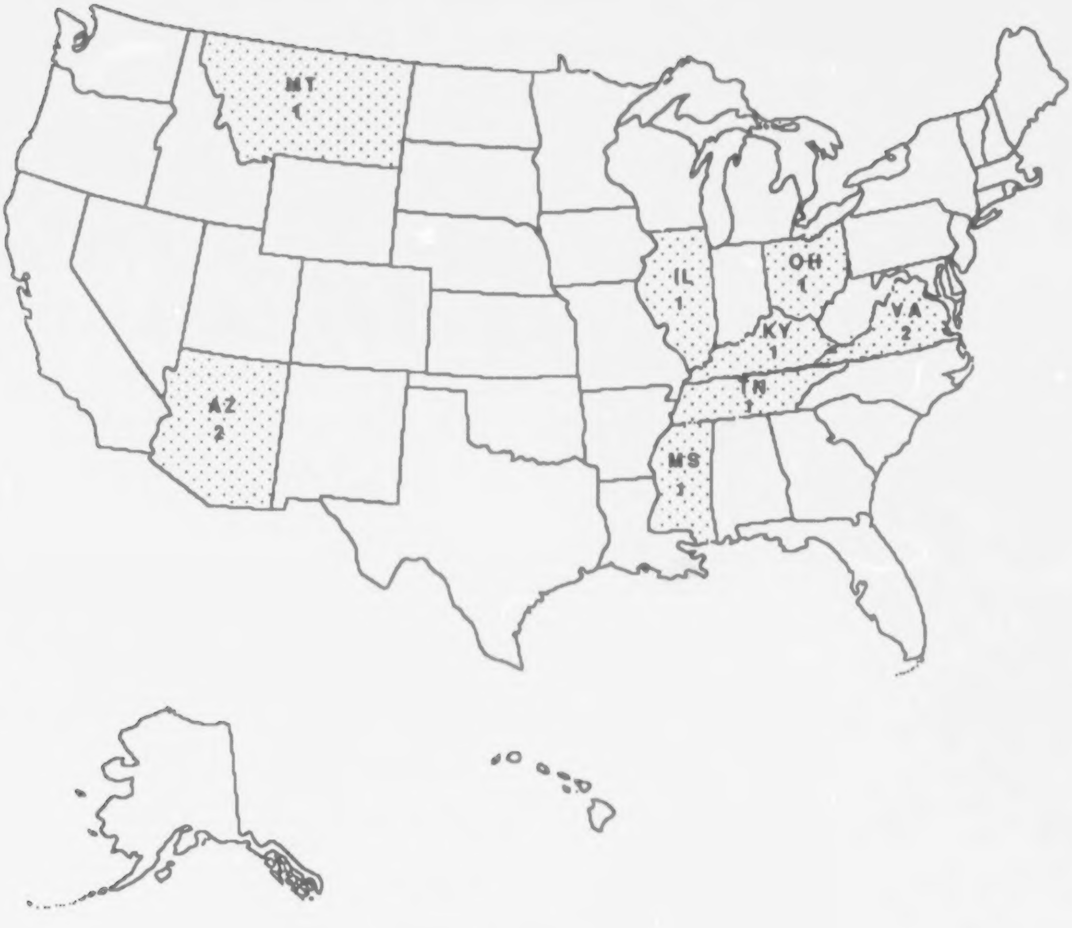
PROJECT COMPONENTS BEING CONTINUED

Three projects described specific components that will be continued despite the lapse of federal funding. Two projects identified continued efforts to facilitate collaborative activities among agencies, and two projects reported continued development of dissemination products. One project reported that job placement and supported employment services were being continued by adult service agencies. In addition, assessment and referral services, job placement, training, and follow-up were reported as major components of the project continuing under local funding.

PROJECT PRODUCTS

Four projects reported on the availability of project products. Three projects indicated the development of a replication manual, two projects developed training manuals, and two projects developed student handbooks. Journal articles, brochures, instruments, curricula, and videotapes also were produced by recently expired projects in the 84.158C competition.

Location of 84.158C Projects
Geographic Distribution of 84.158C Projects Expiring in 1989
(N = 10)


MT
1
IL
1
OH
1
KY
1
VA
2
AZ
2
TN
1
MS
1

PROJECT TITLE:
Project SCORE

INSTITUTE #: 138

CONTACT PERSON: John Beard

COMPETITION #: 84.158C

MAILING ADDRESS:
Humboldt Unified School Dist.
Drawer A
Dewey, AZ 86327

DATE FEDERAL FUNDING EXPIRED:
06/01/89

See case study on p. 38

TELEPHONE #: 602-772-9200

PROJECT PURPOSE:

The goal of project SCORE is to develop, implement, evaluate, and refine a cooperative transition model designed to provide technical training options to mild, moderate, and severely handicapped students residing in the Humbolt Unified School District; thereby, enabling them to make the transition from school to community.

FOCUS OF PROJECT CONTINUATION ACTIVITIES (1989-90):

Implement supervised work experience progam for juniors and seniors; offer classroom instruction in employability skills, vocational assessment of interests and aptitudes, career awareness; provide individual counseling and job placement services for all special education students in high school; develop IVEP's and transition plans on each student enrolled in work experience program and classroom components.

PROJECT COMPONENTS BEING CONTINUE/CONTACT PERSON/AGENCY:

1. Employability skills training/John Beard/Public School, 602-772-9200.
2. Job referral/John Beard, Public School,above.
3. Training and Counseling/Laurie Duncan, JTPA, 602-778-1422.
4. Agency Coordination/John Paris/VESPERS, Prescott High School, 1100 Ruth St., Prescott, AZ 86301.
5. Evaluation of Students on Jobs/Laurie Duncan/JTPA, above.

PROJECT PRODUCTS:

Product Type/Title:

Other - Policy and Procedure Manual: Available $15.00 from John Beard, above.

PROJECT TITLE:
Continuous Comprehensive Transition Model

INSTITUTE #: 134

CONTACT PERSON: Betsy Bounds

COMPETITION #: 84.158C

MAILING ADDRESS:
Tucson Unified School District
1010 E. 10th St.
P.O. Box 40400
Tucson, AZ 85717

DATE FEDERAL FUNDING EXPIRED:
07/30/89

See case study on pp. 39, 40, 41

TELEPHONE #: 602-882-2422

PROJECT PURPOSE:
To improve pre-entry/pre-employment skills, to provide parents with transition information and support, to improve employer attitudes and number of job placements, to improve job success, and to increase mainstreaming into regular vocational education.

FOCUS OF PROJECT CONTINUATION ACTIVITIES (1989-90):
Training and dissemination of curriculum teaching models, continued follow-up of project participants, implementation of vocational assessment model, and distribution of products.

PROJECT PRODUCTS:
Product Type/Title:
Parent handbook - Parent/Student Guide to Transition: Available $5.00 from Special Education, Tuscon Unified Dist., P.O. Box 40400.
Training manual - Teacher's Guide to Peer Tutoring: Available $5.00 from above.
Project developed instruments - Employability Social Skills Checklist: Available $1.00 from above.
Project developed instruments - Survey Instruments Booklet: Information available from above.
Video tapes - Making a Difference - Hiring Disabled: Available $35.00 from above.
Curricula - Social Skills Modules: Available $10.50 from above.
Curricula - Vocational Instructional Module: Available $20.00 from above.
Replication manual - Interagency Collaboration: Available $5.00 from above.
Other - Employers' Handbook: Available $5.00 from above.
Other - Employers' Booklet: Available $2.50 from above.
Other - Social Skills Resource List: Information available from above.

PROJECT TITLE:
Illinois Transition Project

INSTITUTE #: 137

CONTACT PERSON: Paul Bates

COMPETITION #: 84.158C

MAILING ADDRESS:
Dept. of Special Education
Southern Illinois University
Carbondale, IL 62901

DATE FEDERAL FUNDING EXPIRED:
07/31/89

TELEPHONE #: 618-453-2311

PROJECT PURPOSE:

To form a Transition Assistance Committee to develop policy recommendations for transition services development and systematic planning. To support pilot transition projects in local school districts to collect transition needs data and conduct individualized transition planning. To evaluate the effectiveness of transition planning.

PROJECT TITLE:
Project LEAF

INSTITUTE #: 139

CONTACT PERSON: Richard F. Zachmeyer

COMPETITION #: 84.158C

MAILING ADDRESS:
Project LEAF
366 Waller Ave., Suite 119
Lexington, KY 40504

DATE FEDERAL FUNDING EXPIRED:
08/30/89

TELEPHONE #: 606-278-4712

PROJECT PURPOSE:
To plan, implement, and evaluate a comprehensive community-based model program for recreation and leisure education to facilitate the transition from school to adult living for secondary school-aged youth.

PROJECT TITLE:
Project HIRED

CONTACT PERSON: Sonja Burnham

MAILING ADDRESS:
Department of Counselor Ed.
Drawer GE
Mississippi State University
Mississippi State, MS 39762

TELEPHONE #: 601-325-3331

INSTITUTE #: 136

COMPETITION #: 84.158C

DATE FEDERAL FUNDING EXPIRED:
07/31/89

PROJECT PURPOSE:
To develop and implement an interagency model for transition from school to work in a poor, rural county in Mississippi.

FOCUS OF PROJECT CONTINUATION ACTIVITIES (1989-90):
Disseminate model products. Write a new grant to use the model and materials developed in this project to train transition statewide.

PROJECT COMPONENTS BEING CONTINUE/CONTACT PERSON/AGENCY:

1. Functional Curriculum Materials/Sonja Burham/Mississippi State University, above.
2. Job experience and placement/DVR of Mississippi/VR, Local VR Counselor, 601-323-8290.
3. Supported Employment/Developmental Disabilities/DD Services, 601-323-5862.

PROJECT PRODUCTS:
Product Type/Title:
Student handbook - Preparing for the World of Work: Information available from above.
Replication manual - Replication Manual: Information available from above.

PROJECT TITLE:
Great Falls Transition Project

INSTITUTE #: 130

CONTACT PERSON: Stephen White

COMPETITION #: 84.158C

MAILING ADDRESS:
Great Falls VoTech Center
2100 16th Avenue South
Great Falls, MT 59405

DATE FEDERAL FUNDING EXPIRED:
07/31/89

TELEPHONE #: 406-791-2281

PROJECT PURPOSE:

The primary goal of this project is to develop, implement, and validate a coordinated model of instructional services that enables disabled youth to access needed adult services and secure the least restrictive employment option available to them, regardless of disability.

PROJECT TITLE:
A Community Based Network to Assist
Youths with Disabilities

INSTITUTE #: 132

CONTACT PERSON: Lawrence Dennis

COMPETITION #: 84.158C

MAILING ADDRESS:
Ohio Department of Education
Room 918, 65 S. Front St.
Columbus, OH 43266

DATE FEDERAL FUNDING EXPIRED:
10/31/89

TELEPHONE #: 614-466-4835

PROJECT PURPOSE:

To develop an effective and permanent four-part model that will emphasize: local interagency cooperative agreements; Individualized Transition Plans as a component of the Individualized Education Plan; inservice training for parents, school personnel, and support agency staff; and a Project with Industry Component.

FOCUS OF PROJECT CONTINUATION ACTIVITIES (1989-90):

Dissemination - six local interagency task forces will continue to meet to share resources, job leads, brainstorm on difficult cases, and reduce duplication of services. The project package will continue to be disseminated through the Ohio CEC convention, state AVA convention, topical DCD convention, and Rehabilitation's annual convention. The Future's Forum will continue to clarify employment as an outcome of special education.

PROJECT COMPONENTS BEING CONTINUE/CONTACT PERSON/AGENCY:

1. Lancaster Interagency Task Force/Patty Ott/Public Secondary School, Lancaster High School, 1312 Granville Pike, Lancaster, OH 43130, 614-687-7380.
2. Unicn County Task Force/Pam Clark/Public Vocational School, Ohio Hi Point Joint School, 2280 SR 540, Bellfountaine, OH 43311, 513-599-3010.
3. Madison Task Force/Olivia Taylor/Public School, 59 N. Main st., London, OH 43140, 614-852-2174.
4. Transition Planning for All Youth/Betty Jo Arthur/Dublin High School, Dublin High School, Dublin, OH 43017, 614-764-5900.
5. 4 Piece Transiton Project/CETE Publications/Center on Education and Training, OSU, 1900 Kenny Rd., Columbus, OH 43210.
6. Five Year Plan/Lawrence Dennis/State Agency Task Force, above.

PROJECT PRODUCTS:

Product Type/Title:

Brochure - A Waiting Workforce: Product available upon request from CETE Publications.

Training manual - Job Placement Assistance Kit: Available $10.00 from CETE Publications, above.

Training manual - A Transition Coordinator's Handbook: Product available upon request from CETE Publications, above.

Project developed instruments - Transition Planning and Record Sheet: Product available upon request from CETE Publications, above.

Video tapes - A Waiting Workforce: Available $30.00 from CETE Publications, above.

Article - Vocational Education Journal Jan/Feb '88: No other information available.

Replication manual - A Transition Coordinator's Handbook: Product available upon request from CETE Publications, above.

Other - Video: An Untapped Workforce: Available $30.00 from CETE Publications, above.

PROJECT TITLE:
Tennessee Transition Model

INSTITUTE #: 135

CONTACT PERSON: Carolyn Henderson

COMPETITION #: 84.158C

MAILING ADDRESS:
483 River Parkway
Suite 2
Sevierville, TN 37862

DATE FEDERAL FUNDING EXPIRED:
08/31/89

TELEPHONE #: 615-453-1671

PROJECT PURPOSE:
To assist in the development of a statewide system of transition services by participation in interagency planning at the state and local levels and by demonstration of a transition model in a rural area.

PROJECT TITLE:
Project VAST

INSTITUTE #: 131

CONTACT PERSON: Anthony G. Faina

COMPETITION #: 84.158C

MAILING ADDRESS:
Virginia Department of Ed.
Division of Special Education
P.O. Box 6Q
Richmond, VA 23216

DATE FEDERAL FUNDING EXPIRED:
09/30/89

TELEPHONE #: 804-225-2880

PROJECT PURPOSE:

To develop a model at state and local levels that insures students with disabilities in Virginia will receive transition services focusing on career preparation, employment, independence, and successful life adjustment through a formal organized case management system. The service delivery model involves ten state agencies and a computerized transition information system.

PROJECT TITLE:
Project PACT

INSTITUTE #: 133

CONTACT PERSON: Dorsey Hiltenbrand

COMPETITION #: 84.158C

MAILING ADDRESS:
Department of Student Services
Devonshire Center
2831 Graham Rd.
Falls Church, VA 22042

DATE FEDERAL FUNDING EXPIRED:
09/30/89

TELEPHONE #: 703-876-5223

PROJECT PURPOSE:
To design and implement an integrated service system model to enhance transition for youth with handicaps to work and adult living.

COMPETITION PROFILE: CFDA 84.158L

SECONDARY EDUCATION AND TRANSITIONAL SERVICES FOR HANDICAPPED YOUTH: MODELS FOR PROVIDING SECONDARY MAINSTREAMED LEARNING DISABLED AND OTHER MILDLY HANDICAPPED STUDENTS WITH JOB RELATED TRAINING

INITIAL COMPETITION: 12/15/86

PURPOSE OF COMPETITION

The purpose of this priority was to provide support to projects that: (1) identify the job-related training and experience needed by mainstreamed secondary-aged students with learning disabilities and other mild disabilities to exit successfully school to competitive employment and an independent adult life; (2) develop vocational/occupational intervention models providing job-related training and experience while maintaining the students' placement predominantly with general education; and (3) evaluate the effectiveness of the model using quantitative and qualitative evaluation approaches and incorporating comparison groups or cohorts into the evaluation design.

The target population was specified for this competition as students at the secondary level with a learning disability or other mild disability receiving special education services within the general education class or receiving up to two hours of special education per day within a resource room class setting. Projects were to submit detailed information regarding the needs and problems encountered by the target population. Suggested components for inclusion in projects were a 13th-year component, job placement, counseling, on-the-job training, independent living skill training, and interpersonal skill training.

AUTHORITY

Authority for this program is contained in Section 626 of Part C of the Education of the Handicapped Act as amended by the Education of the Handicapped Amendments of 1983, P.L. 98-199.

ELIGIBLE RECIPIENTS

Institutions of higher education, state educational agencies, local education agencies, and other public and private non-profit institutions or agencies (including the state job training coordinating councils and service delivery area administrative entities under the Job Training Partnership Act.

FUNDS AVAILABLE

Approximately $700,000 was expected to be available for support of up to seven projects.

NUMBER OF GRANTS AWARDED

Ten grants were awarded under this competition.

DURATION

Project support was available for up to three years under this competition, subject to an annual review of progress and availability of funds.

SUMMARY OF 84.158L PROJECT PROFILES

GEOGRAPHIC AREA SERVED

Of the 10 current projects, five report serving a city of more than 100,000 persons, two indicate serving a town of 5,000 to 10,000 persons, and two report serving a county and a region of a state, respectively.

PRIMARY GRANTEE

Three universities and three private nonprofit organizations were awarded grants under this competition. Two local education agencies, one public school, and one community college were also awarded grants.

PROJECT PARTICIPANTS

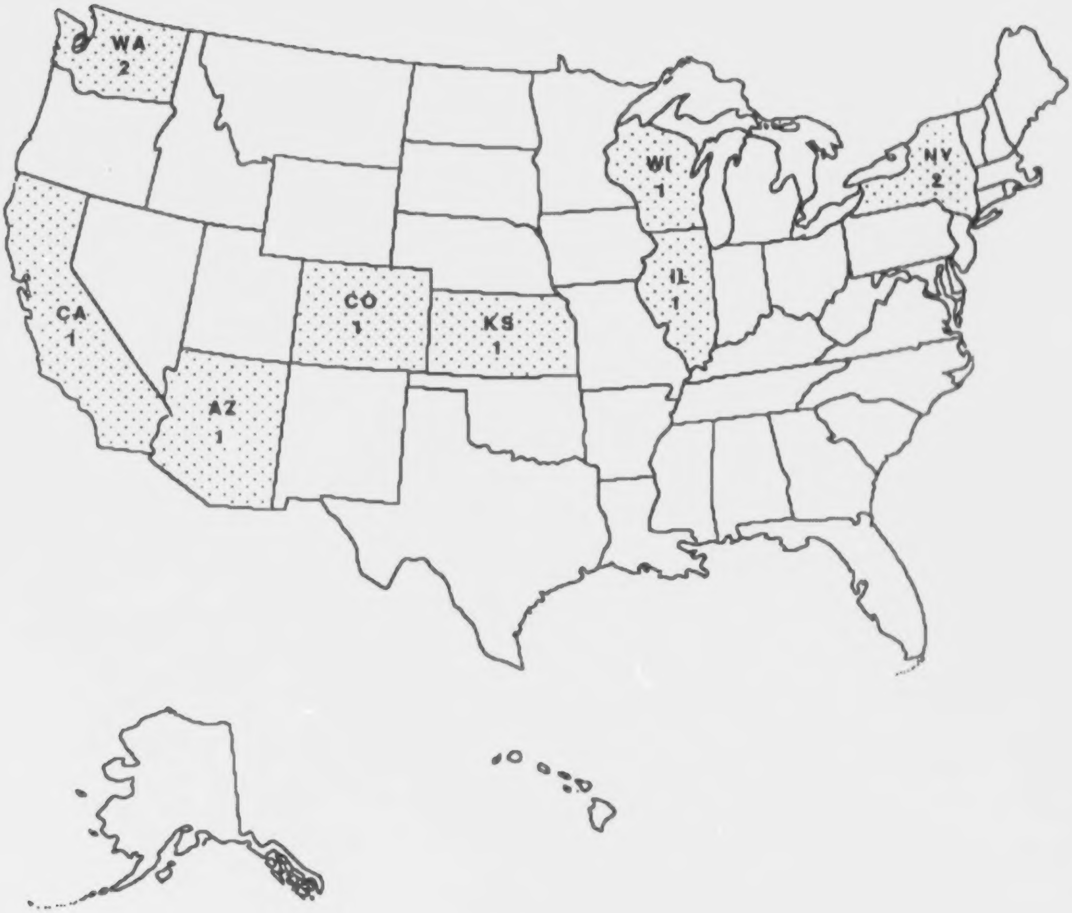
The 10 current projects report 1,270 persons with disabilities receiving direct services. These projects also were asked to estimate the total number of persons with disabilities who will receive benefit from services such as training. The projects indicate that approximately 13,245 such persons will be impacted. Fifty-one percent (1,202) of the target population for this competition are persons with learning disabilities. Twenty percent of the target population are economically disadvantaged (252) and minority youth (272). Nine percent (223) of the target population have the handicapping condition of moderate mental retardation. The remainder of the target population consists of the handicapping conditions of autism (48), chronic mental illness (79), communication disorder (23), hearing impairment (36), multiple handicap (69), physical disorder (31), speech impairment (25), and substance abuse (50).

All projects indicate the provision of related service components. These projects report training and service to 640 parents, 530 teachers, 314 members of the business community, 175 agency personnel, 216 students, 80 project personnel, 41 postsecondary faculty, and 12 peer tutors.

COOPERATING AGENCIES

All projects indicate involvement with cooperating agencies or organizations. Of these projects, five are cooperating with community colleges, four with public schools, and three report cooperating with local education agencies and state MH/DD agencies, respectively.

Location of 84.158L Projects
Geographic Distribution of Current 84.158L Projects as of May 1990
(N = 10)


WA
2
CA
1
AZ
1
CO
1
KS
1
WI
1
IL
1
NY
2

PROJECT TITLE:
Project Activity

PROJECT DIRECTOR:
Betsy Bounds

PROJECT COORDINATOR:
Pat Treeful

CONTACT PERSON: Pat Treeful

MAILING ADDRESS:
Kellond Elementary School
6606 E. Lehigh
Tucson, AZ 85710

TELEPHONE #: 602-798-2662

INSTITUTE #: 171

COMPETITION #: 84.158L

PROJECT START DATE: 09/01/87
PROJECT END DATE: 08/31/90

PRIMARY GRANTEE:
Local Education Agency

GEOGRAPHIC AREA SERVED:
A city of more than 100,000 people

PUBLIC TRANSPORTATION: Yes

PROJECT PURPOSE:
To develop skill development packages in the areas of related skills, personal/social/living skills, learning strategies, and pre-entry vocational skills; provide comprehensive vocational evaluations for the mildly handicapped through observation of work or training settings; provide for coordination between family, school, employer, and appropriate agencies; and provide counseling support.

PROJECT FOCUS:
1. Final field testing of skill development packages.
2. Dissemination of skill development strategies.
3. Replication of skill development strategies.
4. Analysis of data collected.

PROJECT PARTICIPANTS:
Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 1000

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 500

Handicapping Condition	No. Served	Age Range
Chronic Mental Illness	77	14 - 22
Hearing Impairment	32	14 - 22
Learning Disability	781	14 - 22
Mild Mental Retardation	79	14 - 22
Physical Disability	31	14 - 22

Professionals/parents receiving services (training) through project activities:
Parents - 300
Business/industry - 200
Teachers - 53
Postsecondary faculty - 5
Undergraduate/graduate students - 1
Agency personnel - 20
Peer tutors - 10
Project personnel - 15

PROJECT EVALUATION PLAN:

Evaluation Approach(es): Goal based

Type of Data/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographic, Educational background, Assessment results, Progress in educational program, Prior work experience, Progress in employment training programs, Postsecondary outcomes, Employment outcomes, Student/Client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status

On Employers: Characteristics/demographics, Employer satisfaction with project activities, Project impact on employers

On Postsecondary Education: Characteristics/demographics, Provider satisfaction with project activities

Instrumentation:

Commercially Available Instruments Used by Projects:
Bennett Mechanical Comprehension, Crawford Small Parts Dexterity, VALPAR, SSSQ, McCarron-Dial, COPS, Purdue-Minnesota, Piers Harris Self-Concept

Locally/Project Developed Instruments:
Employability and Social Skills Scale, Employer Satisfaction, Parent/Student Interview, Family Questionnaire, Vocational Education Teacher Needs Assessment

Personnel Involved in Evaluation: Project director, Project coordinator, Project staff, Staff evaluator

Type of Evaluation Reporting and Audience:

Type: Formal evaluation report, Executive summary, Brochure/Pamphlet

Audience: Consumers, OSERS, Transition Institute, Advisory board, State agency, Vocational rehabilitation, School board, Pima County Schools, VESPERS

PROJECT PRODUCTS:

Product	Date Available
Brochure	Not Indicated
Parent handbook	02/01/89
Student handbook	Not Indicated
Training manual	05/01/89
Project-developed instruments	05/01/89
Video tape	10/01/89
Curricula	01/01/89

PROJECT TITLE:
The Career Ladder Program

INSTITUTE #: 172

PROJECT DIRECTOR:
Robert Gaylord-Ross

COMPETITION #: 84.158L

PROJECT COORDINATOR:
Shepherd Siegel

PROJECT START DATE: 09/01/87
PROJECT END DATE: 08/31/90

CONTACT PERSON: Shepherd Siegel

MAILING ADDRESS:
San Francisco State University
Department of Special Education
1600 Holloway Avenue
San Francisco, CA 94110

PRIMARY GRANTEE:
University or Four-Year College

TELEPHONE #: 415-338-7851

GEOGRAPHIC AREA SERVED:
A county

PUBLIC TRANSPORTATION: Yes

PROJECT PURPOSE:

The career development of every youth served from spring 1985 to spring 1989. A supervised work experience, employment skills curriculum, and postsecondary services which enrich and enhance state vocational rehabilitation. Population served are youths with mild handicaps. The goal is not only placement, but career advancement to collage and promotions out of entry level jobs.

PROJECT FOCUS:

1. Adoption of program model by State Vocational Rehabilitation plan and San Francisco Unified School District.
2. Training of new staff for replication program; evaluation of new program.
3. Development of manual for use in inservice.
4. Refinement of postsecondary service model.
5. Dissemination through conferences.
6. Follow-up and evaluation report preparation.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 245

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 245

Handicapping Condition	No. Served	Age Range
Behavioral Disorders	29	15 - 24
Cerebral Palsy	2	18 - 21
Chronic Mental Illness	2	15 - 24
Communication Disorders	23	15 - 24
Developmental Disability	16	15 - 24

Emotional Disorder	17	15 - 24
Epilepsy	2	15 - 24
Health Impairment	5	15 - 24
Hearing Impairment	4	18 - 21
Learning Disability	140	15 - 24
Mild Mental Retardation	10	15 - 24
Moderate Mental Retardation	6	15 - 24
Multiple Handicap	4	15 - 24
Speech Impairment	25	15 - 24
Spinal Cord Injury	2	15 - 24
Brain Injury	2	15 - 24
Visual Impairment	3	15 - 24
Dropouts	5	15 - 24
Economically Disadvantaged	200	15 - 24
Minority Youth	215	15 - 24
Substance Abuse	50	15 - 24

Professionals/parents receiving services (training) through project activities:

Parents - 175
Business/industry - 60
Project personnel - 25
Undergraduate/graduate students - 200
Agency personnel - 100
Teachers - 50
Postsecondary faculty - 5

PROJECT EVALUATION PLAN:

Evaluation Approach(es): Goal based, Goal free, Decision making, Professional review, Case study

Type of Data/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographic, Educational background, Progress in employment training programs, Postsecondary outcomes, Employment outcomes, Student/Client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status

On Employers: Amount of direct service to employer, Employer satisfaction with project activities, Project impact on employers

On Postsecondary Education: Characteristics/demographics, Degree of collaboration between project and providers, Amount of direct service to providers, Provider satisfaction with project activities, Project impact on providers

Instrumentation:

Commercially Available Instruments Used by Projects:
WRIOT

Locally/Project Developed Instruments:
Social Skills, Follow-Along, Referral

Personnel Involved in Evaluation: Project director, Project coordinator, Project staff

Type of Evaluation Reporting and Audience:

Type: Formal evaluation report

Audience: Consumers, Transition Institute, State agency, Rehabilitation, School districts

PROJECT PRODUCTS:

Product	Date Available
Brochure	01/01/90
Training manual	05/01/90
Project-developed instruments	05/01/90
Slide presentation	10/01/89
Video tape	10/01/90
Curricula	05/01/90
Journal articles	11/01/88
Replication manual	05/01/90

PROJECT TITLE: TRANSACT	INSTITUTE #: 173
PROJECT DIRECTOR: Brian Beun	COMPETITION #: 84.158L
PROJECT COORDINATOR: Janet Norton	PROJECT START DATE: 08/01/87 PROJECT END DATE: 07/31/90
CONTACT PERSON: Brian Beun	
MAILING ADDRESS: IDEAS Magnolia Star Route Nederland, CO 80466	PRIMARY GRANTEE: Private Non-Profit Agency
TELEPHONE #: 303-443-8789	GEOGRAPHIC AREA SERVED: A county
	PUBLIC TRANSPORTATION: Yes

PROJECT PURPOSE:

The project is designed to facilitate economically disadavantaged handicapped youth to overcome barriers to further education, training, and entry level employment. The population served are primarily minority youth who have dropped out of school. Objectives are to reconnect these dropouts to further education through basic skills remediation, GED attainment, career-job readiness, and time limited support services.

PROJECT FOCUS:

A new activity was established to provide participants with counseling services to improve problem-solving and decision- making skills; ground work was laid to establish working agreements with area school districts to refer handicapped students exiting schools; and a viable basis was created to finance the continuation of the project subsequent to the end of the SETS support.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 65

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 65

Handicapping Condition	No. Served	Age Range
Multiple Handicap	65	17 - 20

Professionals/parents receiving services (training) through project activities:

Agency personnel - 1

Project personnel - 2

PROJECT EVALUATION PLAN:

Evaluation Approach(es): System analysis, Decision making

Type of Data/Information Being Collected:

On Students/Clients: Intake/referral information, Demographic, Educational background, Progress in educational program, Progress in employment training programs, Student/Client satisfaction with services/outcomes obtained

Instrumentation:

Commercially Available Instruments Used by Projects:
Test of Written Language, Strong-Campbell Interest Inventory

Locally/Project Developed Instruments:
Intake, Follow-up Transition Status Telephone Survey Form, Dropout School Referral Form

Personnel Involved in Evaluation: Project director, Project staff

Type of Evaluation Reporting and Audience:

Type: Executive summary
Audience: Consumers, OSERS, JTPA

PROJECT PRODUCTS:

Product	Date Available
Brochure	09/30/90
Journal articles	08/30/90
Program report	09/30/90

PROJECT TITLE:
Model for Providing Secondary Mildly Handicapped Students with Job Training

INSTITUTE #: 174

PROJECT DIRECTOR:
Lloyd Brown

COMPETITION #: 84.158L

PROJECT COORDINATOR:
Steven Oscharoff

PROJECT START DATE: 10/01/87
PROJECT END DATE: 10/01/90

CONTACT PERSON: Steven Oscharoff

MAILING ADDRESS:
Chicago City-Wide College
226 W. Jackson
Chicago, IL 60606

PRIMARY GRANTEE:
Community/Junior/Technical College

TELEPHONE #: 312-443-5203

GEOGRAPHIC AREA SERVED:
A city of more than 100,000 people

PUBLIC TRANSPORTATION: Yes

PROJECT PURPOSE:
The "13th Year" project was designed to give students with mild disabilities job-training and academic classes to enable them to enter the labor market and achieve independence.

PROJECT FOCUS:
1. Follow-up on all students who failed to complete the program.
2. Tailoring the program to meet individual students' needs.
3. Pursuing contacts for new referrals.
4. Accumulating data for evaluating the program's success.

PROJECT PARTICIPANTS:
Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 120

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 65

Handicapping Condition	No. Served	Age Range
Mild Mental Retardation	65	17 - 45

Professionals/parents receiving services (training) through project activities:

Agency personnel - 12	Teachers - 10
Project personnel - 5	Postsecondary faculty - 15

PROJECT EVALUATION PLAN:
Evaluation Approach(es): Goal based, Quasi legal

Type of Data/Information Being Collected:

On Students/Clients: Intake/referral information, Demographic, Assessment results, Progress in educational program, Progress in employment training programs, Postsecondary outcomes, Employment outcomes

On Employers: Employer satisfaction with project activities

On Postsecondary Education: Project impact on providers

Instrumentation:

Commercially Available Instruments Used by Projects:
WAIS-R, Bender Gestalt, WRAT, Brigance

Locally/Project Developed Instruments:
Intake Interview

Personnel Involved in Evaluation: Project director, Project coordinator, Project staff

Type of Evaluation Reporting and Audience:

Type: Formal evaluation report, Executive summary

Audience: OSERS, Transition Institute

PROJECT PRODUCTS:

Product	Date Available
Project-developed instruments	06/01/90
Curricula	06/01/90
Journal articles	08/01/90

PROJECT TITLE:
Teaching Job Related Skills to LD Students Through Existing Vocational Courses

INSTITUTE #: 175

PROJECT DIRECTOR:
John M. Aiken

COMPETITION #: 84.158L

PROJECT START DATE: 10/01/87
PROJECT END DATE: 09/30/90

CONTACT PERSON: John M. Aiken

MAILING ADDRESS:
Southeast Kansas Education
Service Center
P.O. Box 189
Girard, KS 66743

PRIMARY GRANTEE:
Local Education Agency

TELEPHONE #: 316-421-6550

GEOGRAPHIC AREA SERVED:
A region within a state

PUBLIC TRANSPORTATION: No

PROJECT PURPOSE:

The purpose of this project is to identify a core set of job related skills that are prerequisites for exiting into or succeeding in vocational classes, and that can be incorporated into a curriculum format of instruction for learning disabled students. When the skills have been identified, the project will establish three pilot programs to demonstrate the incorporation of the core skills under existing curricula. The pilot programs will be established at the high school, vocational technical school, and at the community college level.

PROJECT FOCUS:

1. Continue placement of students into existing vocational classes.
2. Summarize and analyze project information and data.
3. Public relations for project continuation.
4. Prepare a final report.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 0

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 0

Handicapping Condition	No. Served	Age Range
Behavioral Disorders	19	
Learning Disability	41	
Mild Mental Retardation	44	

Moderate Mental Retardation	3
Minority Youth	7

Professionals/parents receiving services (training) through project activities:

Parents - 50
Business/industry - 1
Teachers - 36
Postsecondary faculty - 16
Agency personnel - 6
Peer tutors - 2
Project personnel - 4
Secondary personnel - 31

PROJECT EVALUATION PLAN:

Evaluation Approach(es): System analysis, Goal based, Professional review

Type of Data/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographic, Progress in educational program, Degree of integration, Postsecondary outcomes, Student/Client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status

On Postsecondary Education: Characteristics/demographics, Degree of collaboration between project and providers, Provider satisfaction with project activities

Instrumentation:

Locally/Project Developed Instruments:

Teacher Rating Scale, Student Questionnaire, Teacher Questionnaire

Personnel Involved in Evaluation: Project director, Project staff

Type of Evaluation Reporting and Audience:

Type: Formal evaluation report, Executive summary

Audience: Consumers, OSERS, Advisory board, School boards, Special education cooperative

PROJECT PRODUCTS:

Product	Date Available
Brochure	01/01/90
Project-developed instruments	01/01/90
Replication manual	10/01/90

PROJECT TITLE:
Transitional Opportunities for LD

INSTITUTE #: 176

PROJECT DIRECTOR:
Michael Kramer

COMPETITION #: 84.158L

PROJECT COORDINATOR:
James Smith

PROJECT START DATE: 10/01/87
PROJECT END DATE: 10/01/90

CONTACT PERSON: Michael Kramer

MAILING ADDRESS:
Young Adult Institute and Workshop Inc.
460 W. 34th Street
New York, NY 10001

PRIMARY GRANTEE:
Private Non-Profit Agency

TELEPHONE #: 212-563-7474

GEOGRAPHIC AREA SERVED:
A city of more than 100,000 people

PUBLIC TRANSPORTATION: Yes

PROJECT PURPOSE:

To develop and implement a model program to facilitate competitive employment of learning disabled young adults who are in transition from school to adult settings. Primary objectives include: expanding liaisons between secondary education settings, service providers, and prospective employers; refining a Vocational Needs Assessment and Vocational Preparation Curriculum to be used in a Transitional Vocational Training Program (TVTP); establishing a TVTP and expanding the Job Placement Bureau; establishing support mechanisms for disabled young adults who are in transition or competitively employed; and explorating continued means of funding for this or similar projects.

PROJECT FOCUS:

1. Implementating the Transition Vocational Training Program with 25 trainees.
2. Expanding and revising the employability behaviors curriculum.
3. Developing the skills training samples in computer/data processing, stack and shipping work, and clerical skills.
4. Expanding liasons between TOLD, secondary education settings, service providers, and existing and prospective employers.
5. Expanding job placements.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 45

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 45

Handicapping Condition	No. Served	Age Range
Learning Disability	45	17 - 21

Professionals/parents receiving services (training) through project activities:
Agency personnel - 5
Undergraduate/graduate students - 2

PROJECT EVALUATION PLAN:

Evaluation Approach(es): System analysis, Goal based, Professional review

Type of Data/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographic, Educational background, Assessment results, Prior work experience, Progress in employment training programs, Degree of integration, Postsecondary outcomes, Employment outcomes

On Employers: Characteristics/demographics, Degree of collaboration between project and employers, Amount of direct service to employer, Employer satisfaction with project activities, Project impact on employers, Employee satisfaction with training

On Postsecondary Education: Characteristics/demographics, Degree of collaboration between project and providers

Instrumentation:

Commercially Available Instruments Used by Projects: WAIS-R, WISC-R, IEP, Young Adult Institute Employability Behaviors Assessment, VESID, VR14, Board of Education Psychological, Psychosocial, and Educational Evaluation

Locally/Project Developed Instruments: Employability Behaviors Assessment, Work Skills Assessment, Employer Satisfaction Report, Site Visit Report, Case Conference Report, Parent and Trainee Intake Interview, Referral Report, Trainee Career Interest Survey, Phone Log, Service Log

Personnel Involved in Evaluation: Project director, Project coordinator, Project staff, Advisory board

Type of Evaluation Reporting and Audience:

Type: Formal evaluation report

PROJECT PRODUCTS:

Product	Date Available
Brochure	01/01/90
Training manual	01/01/90
Project-developed instruments	01/01/90
Video tape	01/01/90
Curricula	01/01/90

PROJECT TITLE:
Project JOB

PROJECT DIRECTOR:
Irwin Rosenthal

PROJECT COORDINATOR:
Lisa Colton

MAILING ADDRESS:
NYU
Counselor Education Department
Room 400, East Building
239 Greene Street
New York, NY 10003

TELEPHONE #: 212-998-5575

INSTITUTE #: 177

COMPETITION #: 84.158L

PROJECT START DATE: 09/01/87
PROJECT END DATE: 08/31/90

PRIMARY GRANTEE:
Public Secondary School

GEOGRAPHIC AREA SERVED:
A city of more than 100,000 people

PUBLIC TRANSPORTATION: Yes

PROJECT PURPOSE:

To establish a demonstration project for learning disabled/mildly handicapped high school students with a focus on career/job development and training. Project JOB will have three treatment groups: a traditional career education program; a career exploration program, including experience-based career education through a series of work-world internships; and a high school coursework and vocational exploration and training program.

PROJECT FOCUS:

1. Complete vocational assessments on students along the dimensions of self-esteem, career choice, career maturity, and job satisfaction.
2. Provide individual and group counseling.
3. Place students in appropriate job settings.
4. Continue to disseminate information regarding the work potential of learning disabled persons.
5. Continue career development/choice activities.
6. Monitor job progress.
7. Continue qualitative and quantitative assessments of project success.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 100

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 50

Handicapping Condition	No. Served	Age Range
Learning Disability	50	17 - 21
Dropouts	6	17 - 21

Economically Disadvantaged	22	17 - 21
Minority Youth	20	17 - 21

Professionals/parents receiving services (training) through project activities:

Parents - 75
Teachers - 125
Undergraduate/graduate students - 15
Agency personnel - 50
Project personnel - 15

PROJECT EVALUATION PLAN:

Evaluation Approach(es): Goal free, Decision making, Case study

Type of Data/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographic, Educational background, Assessment results, Progress in educational program, Prior work experience, Progress in employment training programs, Postsecondary outcomes, Employment outcomes, Student/Client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status

On Employers: Characteristics/demographics, Amount of direct service to employer, Employer satisfaction with project activities, Project impact on employers

On Postsecondary Education: Characteristics/demographics, Degree of collaboration between project and providers, Amount of direct service to providers, Provider satisfaction with project activities, Project impact on providers

Instrumentation:

Commercially Available Instruments Used by Projects:
WAIS-R, Career Development Inventory, Harrington-O'Shea, Career Maturity Index, Coopersmith Self-Esteem, Human Resources Center: Functional Limitations of LD Individuals

Locally/Project Developed Instruments:
School/Work Site Observation Form, Self Assessment of Job Skills/Performance, Satisfaction with Work Experience, Rating Scale of Interpersonal Functioning, Job Related Academic Assessment, By-Pass Skill Rating Scale, Student Questionnaire, Career Goal Questionnaire, Employer Assessment of Student Skills

Personnel Involved in Evaluation: Project director, Project coordinator, Project staff, Advisory board

Type of Evaluation Reporting and Audience:

Type: Formal evaluation report
Audience: Consumers, OSERS, Transition Institute, Advisory board

PROJECT PRODUCTS:

Product	Date Available
Brochure	02/01/89
Project-developed instruments	06/01/90
Video tape	06/01/90
Journal articles	09/01/89

PROJECT TITLE:
Deriving Job Skills from the Workplace

INSTITUTE #: 179

PROJECT DIRECTOR:
John Emerson

COMPETITION #: 84.158L

PROJECT START DATE: 09/01/87
PROJECT END DATE: 08/31/90

CONTACT PERSON: John Emerson

MAILING ADDRESS:
University of Washington
Experimental Education Unit
WJ-10
Seattle, WA 98195

PRIMARY GRANTEE:
University or Four-Year College

TELEPHONE #: 206-543-4011

GEOGRAPHIC AREA SERVED:
A city of more than 100,000 people

PUBLIC TRANSPORTATION: Yes

PROJECT PURPOSE:

The project aims to develop a locally referenced job acquisition and retention curriculum for LD high school students. The primary goal of the project is to survey local employers of "successful" LD graduates and build a one semester curriculum emphasizing work related social skills. Students will be followed up at 6 and 12 months after graduation to evaluate the effectiveness and student satisfaction with the curriculum.

PROJECT FOCUS:

1. Piloting the revised curriculum in two urban and one suburban school.
2. Following up on last year's intervention students.
3. Evaluating cohort/project effects.
4. Revising the curriculum.
5. Disseminating the curriculum regionally.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 100

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 60

Handicapping Condition	No. Served	Age Range
Learning Disability	55	16 - 19
Mild Mental Retardation	5	16 - 18
Economically Disadvantaged	30	16 - 19
Minority Youth	30	16 - 19

Professionals/parents receiving services (training) through project activities:

Teachers - 6
Project personnel - 3

PROJECT EVALUATION PLAN:

Evaluation Approach(es): System analysis, Goal based, Case study

Type of Data/Information Being Collected:

On Students/Clients: Type or extent of services rendered, Demographic, Educational background, Progress in educational program, Prior work experience, Progress in employment training programs, Postsecondary outcomes, Employment outcomes, Student/Client satisfaction with services/outcomes obtained

On Employers: Characteristics/demographics, Employer satisfaction with project activities, Project impact on employers

On Postsecondary Education: Project impact on providers

Instrumentation:

Commercially Available Instruments Used by Projects:
COPS, PIC Interest Surveys

Locally/Project Developed Instruments:
Work-Related Social Skills Self Assessment, Job Aquisition Competencies, Employer Satisfaction Rating Scale, Student Intake and Follow-Up Interviews, Employer Survey of Satisfaction With Employees Social Skills

Personnel Involved in Evaluation: Project director, Project coordinator

Type of Evaluation Reporting and Audience:

Type: Formal evaluation report, Executive summary
Audience: OSERS, Transition Institute, Local education agency

PROJECT PRODUCTS:

Product	Date Available
Curricula	06/01/90
Journal articles	07/01/90
Replication manual	Not Indicated

PROJECT TITLE:
Supported Vocational Education

PROJECT DIRECTOR:
Greg R. Weisenstein

PROJECT COORDINATOR:
Joseph J. Stowitschek

CONTACT PERSON: Greg. R. Weisenstein

MAILING ADDRESS:
University of Washington
407 Miller Hall, DQ-12
Seattle, WA 98195

TELEPHONE #: 206-545-1807

INSTITUTE #: 178

COMPETITION #: 84.158L

PROJECT START DATE: 08/15/87
PROJECT END DATE: 08/14/90

PRIMARY GRANTEE:
University or Four-Year College

GEOGRAPHIC AREA SERVED:
A town of 5,000 to 10,000 people

PUBLIC TRANSPORTATION: No

PROJECT PURPOSE:
To stimulate the development and improvement of programs for secondary special education, and to develop a system of cooperative planning and implementation of transition services through a coordinated system of local, regional, and state efforts. Four major components include: interagency working group and the exchange of personnel for various inservice and training needs; inservice training at local, regional, and state workshops; availability of mini-grants to LEAs; and development of school-based transition services.

PROJECT FOCUS:
1. Implement and field test active recruitment materials.
2. Implement and field test Guided Placement Component.
3. Develop alternatives aimed at maintaining special education students in vocational education courses and facilitate successful completion of these courses.

PROJECT PARTICIPANTS:
Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 420

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 130

Professionals/parents receiving services (training) through project activities:
Parents - 40
Teachers - 100
Administration/Counselors - 20
Undergraduate/graduate students - 10
Agency personnel - 6
Project personnel - 2

PROJECT EVALUATION PLAN:

Evaluation Approach(es): System analysis, Goal based, Professional review

Type of Data/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographic, Progress in educational program, Prior work experience, Progress in employment training programs, Degree of integration, Postsecondary outcomes, Employment outcomes, Teacher/student impressionistic data

On Employers: Characteristics/demographics, Amount of direct service to employer, Employer satisfaction with project activities

Instrumentation:

Locally/Project Developed Instruments:

Learner Profile, Group Profile, Supported Vocational Teacher Interviews, Continuing Support Contact Log, School Record Summary

Personnel Involved in Evaluation: Project director, Project coordinator, Project staff, Advisory board, Third-party evaluator

Type of Evaluation Reporting and Audience:

Type: Formal evaluation report, Journal article

Audience: OSERS, Transition Institute, Advisory board, State agency, Professional journals, professional journals

PROJECT PRODUCTS:

Product	Date Available
Brochure	08/01/88
Project-developed instruments	08/01/88
Curricula	08/01/90

PROJECT TITLE:
Community Transition Center Model

PROJECT DIRECTOR:
Charles Coker

CONTACT PERSON: Charles Coker

MAILING ADDRESS:
Stout Research and Training Center
University of Wisconsin
Menomonie, WI 54751

TELEPHONE #: 715-232-2603

INSTITUTE #: 180

COMPETITION #: 84.158L

PROJECT START DATE: 12/01/87
PROJECT END DATE: 11/30/90

PRIMARY GRANTEE:
University or Four-Year College

GEOGRAPHIC AREA SERVED:
A town of less than 5,000 people

PUBLIC TRANSPORTATION: No

PROJECT PURPOSE:
Demonstrate the viability of a model program to serve the needs of youth with mild disabilities through a central Community Transition Center (CTC) that provides technical assistance to the in-school transition program, directs services to youth, and coordinates with postsecondary service providers.

PROJECT FOCUS:
Development of local and state resources to support the CTC model, training of local teachers not currently involved in the model program, changing state policies and procedures, and development of resources to continue the CTC.

PROJECT PARTICIPANTS:
Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 120

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 80

Handicapping Condition	No. Served	Age Range
Learning Disability	60	17 - 19
Mild Mental Retardation	20	17 - 19

Professionals/parents receiving services (training) through project activities:
Teachers - 60

PROJECT EVALUATION PLAN:
Evaluation Approach(es): System analysis

Type of Data/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographic, Assessment results, Progress in educational program, Prior work experience, Postsecondary outcomes, Employment outcomes

On Employers: Characteristics/demographics

On Postsecondary Education: Characteristics/demographics

Instrumentation:

Commercially Available Instruments Used by Projects:
Vocational Decision-Making Interview, Vocational Adaptability Scale, RTC, Reading Free Interest Inventory

Personnel Involved in Evaluation: Project director, Project coordinator

Type of Evaluation Reporting and Audience:

Type: Executive summary

Audience: Consumers, OSERS, Transition Institute, Advisory board, State agency, Schools

PROJECT PRODUCTS:

Product	Date Available
Journal articles	04/01/90
Final Report	01/01/91

COMPETITION PROFILE: CFDA 84.128A

SPECIAL PROJECTS AND DEMONSTRATIONS FOR PROVIDING VOCATIONAL REHABILITATION SERVICES TO SEVERELY DISABLED INDIVIDUALS

INITIAL COMPETITION: 5/8/84

PURPOSE OF COMPETITION

The major purpose of this program was to establish demonstration projects for providing comprehensive programs in rehabilitation services which hold promise of expanding or otherwise improving the vocational rehabilitation of persons with severe disabilities who have special rehabilitation needs because of the nature of their disabilities. The primary goal was to assist individuals with severe disabilities to achieve the optimal vocational adjustment of which they are capable. Three priorities were identified under this competition. Programs supported under priority three, transition from school or institution to work, were to develop effective strategies that involved use of integrated, generic community programs such as community colleges, non-profit vocational and technical schools, non-profit private schools, and other similar agencies or institutions. These programs were to provide transitional vocational services leading to full employment for individuals leaving a school or an institution.

AUTHORITY

Authority for this program is contained in Section 311(a)(1) of the Rehabilitation Act of 1973, as amended. (29 U.S.C. 777a(a)(1)).

ELIGIBLE RECIPIENTS

States and public or nonprofit agencies and organizations were eligible to apply for grants under this program.

NUMBER OF GRANTS AWARDED

Two special projects and demonstration grants remain funded under the transition priority.

DURATION

Project support was available for up to three years subject to an annual review of progress and availability of funds.

SUMMARY OF 84.128A PROJECT PROFILES

GEOGRAPHIC AREA SERVED

Both projects report serving a statewide area.

PRIMARY GRANTEE

One private nonprofit organization and one State Office of Human Services received grant awards under this competition.

PROJECT PARTICIPANTS

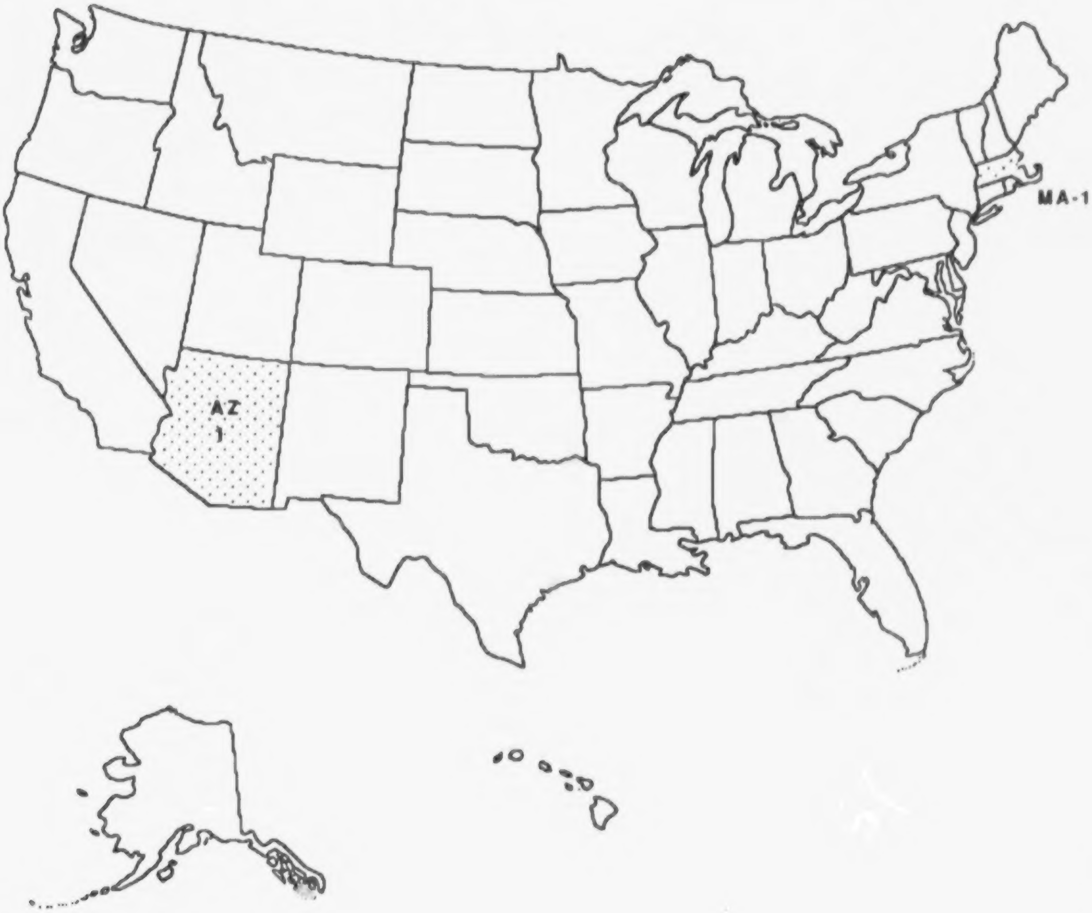
The two current projects report 1,075 persons with disabilities receiving direct services. These projects also were asked to estimate the total number of persons with disabilities who will benefit from services such as training. The projects indicated that approximately 3,250 such persons will be impacted. Fifty-seven percent (1,800) of the target population for this competition have the handicapping condition of moderate mental retardation. Another 24% (775) have either the handicapping conditions of behavior disorder (480) or chronic mental illness (295). The remainder of the target population consists of the handicapping conditions of hearing impairment (160), physical disorder (170), and health impairments (95).

Both projects indicate the provision of related service components. Together, these projects report training and service to 4,000 parents, 1,025 agency personnel, 1,025 teachers, 115 members of the business community, and 10 students. In addition, one project reports serving or training 10 postsecondary faculty members, and two project personnel.

COOPERATING AGENCIES

Both projects indicate involvement with cooperating agencies or organizations. Both projects are cooperating with public schools, private schools, local education agencies, community colleges, universities, JTPA's, residential facilities, and state education and rehabilitation agencies.

Location of 84.128A Projects
Geographic Distribution of Current 84.128A Projects as of May 1990
(N = 2)



PROJECT TITLE:
Arizona Transition Project for Hearing Impaired Youth

INSTITUTE #: 01

PROJECT DIRECTOR:
Sharin Manion

COMPETITION #: 84.128A

PROJECT COORDINATOR:
Christine Fuller

PROJECT START DATE: 10/01/87
PROJECT END DATE: 09/30/90

CONTACT PERSON: Sharin Manion

MAILING ADDRESS:
Transition Project
21 E. Speedway
Tucson, AZ 85705

PRIMARY GRANTEE:
Private Non-Profit Agency

TELEPHONE #: 602-624-8197

GEOGRAPHIC AREA SERVED:
A state

PUBLIC TRANSPORTATION: Yes

PROJECT PURPOSE:
Establish a predictable referral system from high school to adult services for deaf and hearing impaired students. Identify students' needs and projected region for post-high school relocation. Assess the accessibility and adaptability of existing resources on a regional basis. Provide appropriate training or technical assistance.

PROJECT FOCUS:
1. Regional needs assessment.
2. Regional technical assistance and requested training.
3. Interagency agreements - formal and informal.

PROJECT PARTICIPANTS:
Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 250

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 75

Handicapping Condition	No. Served	Age Range
Hearing Impairment	160	16 - 23

Professionals/parents receiving services (training) through project activities:
Agency personnel - 25
Business/industry - 15
Teachers - 25

PROJECT EVALUATION PLAN:
Evaluation Approach(es): Goal based, Connoisseurship, Professional review, Case study

Type of Data/Information Being Collected:

On Students/Clients: Intake/referral information, Demographic, Educational background, Assessment results, Progress in educational program, Prior work experience, Postsecondary outcomes, Employment outcomes, Residential outcomes, Student/Client satisfaction with services/outcomes obtained

Instrumentation:

Commercially Available Instruments Used by Projects:
VPI, WRIOT, Language Skills

Locally/Project Developed Instruments:
Ecological Intake, Team Plan, Sign Language Assessment

Personnel Involved in Evaluation: Project director, Project coordinator, Project staff, Third-party evaluator

Type of Evaluation Reporting and Audience:

Type: Formal evaluation report
Audience: OSERS

PROJECT PRODUCTS:

Product	Date Available
Brochure	01/01/90
Parent handbook	01/01/90
Student handbook	01/01/90
Project-developed instruments	01/01/90
Curricula	01/01/90
Journal articles	01/01/90

PROJECT TITLE:
Transitional Rehabilitation For Youth
with Severe Handicaps

INSTITUTE #: 02

PROJECT DIRECTOR:
Mary Ann Walsh

COMPETITION #: 84.128A

PROJECT START DATE: 10/01/87
PROJECT END DATE: 09/01/90

CONTACT PERSON: Mary Ann Walsh

MAILING ADDRESS:
Executive Office of Human Services
Bureau of Transitional Planning
1 Ashburton Place, Room 1109
Boston, MA 02108

PRIMARY GRANTEE:
State Executive Office of Human
Human Services

TELEPHONE #: 617-727-7600

GEOGRAPHIC AREA SERVED:
A state

PUBLIC TRANSPORTATION: Yes

PROJECT PURPOSE:

The purpose of the Transition Assistance Project (TAP) is to augment transitional planning services for young adults with severe disabilities. Objectives are: to evaluate the state's individual transitional planning (ITP) process; to provide technical assistance to schools, human services agencies, parents, and students; to develop additional transition services through the creation of regional advisory boards; and to disseminate information statewide and nationally.

PROJECT FOCUS:

1. Implementation of the interagency agreement between Project TAP and regional human services agencies.
2. Development of pre-screening teams to assist schools with compliance to state law.
3. Establishment of inservice training team for teachers/ parents.
4. Establishment of local transition team to assist eight students to maintain employment after graduation.
5. Development of model program prototype for replication statewide.
6. Development of transition handbook for families.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 3000

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 1000

Handicapping Condition	No. Served	Age Range
Autism	480	18 - 22
Chronic Mental Illness	295	18 - 22
Deaf/blind	15	18 - 22
Health Impairment	95	18 - 22
Learning Disability	50	18 - 22
Moderate Mental Retardation	1800	18 - 22
Brain Injury	20	18 - 22
Visual Impairment	75	18 - 22
Physical Disability	170	18 - 22

Professionals/parents receiving services (training) through project activities:

Parents - 4000
Business/industry - 100
Project personnel - 2
Undergraduate/graduate students - 30
Agency personnel - 1000
Teachers - 1000
Postsecondary faculty - 10

PROJECT EVALUATION PLAN:

Evaluation Approach(es): Goal based, Case study

Type of Data/Information Being Collected:
On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographic, Employment outcomes, Satisfaction of significant others with student/client progress or status
On Employers: Degree of collaboration between project and employers
On Postsecondary Education: Characteristics/demographics, Degree of collaboration between project and providers, Amount of direct service to providers, Provider satisfaction with project activities

Instrumentation:
Locally/Project Developed Instruments:
Transition Checklists for Families, Human Service Personnel Interview, Special Education Director Interview, Teacher Interview, Training Needs Assessment for School Personnel, Parent Questionnaire

Personnel Involved in Evaluation: Project coordinator, Advisory board

Type of Evaluation Reporting and Audience:
Type: Formal evaluation report, Brochure/Pamphlet
Audience: Consumers, OSERS, Advisory board, State agency, DMR, MCB, DMH, MRC, DPH, MCD/HH, DRH, DSS, DOE

PROJECT PRODUCTS:

Product	Date Available
Brochure	09/01/88
Parent handbook	01/01/90

APPENDIX A

PROJECT CHARACTERISTICS QUESTIONNAIRE 1989-90

The Project Characteristics Questionnaire 1989-90 (PCQ) was used as the basis for information contained in the Individual Project Profiles for current projects.

TI # __________

TRANSITION INSTITUTE AT ILLINOIS
PROJECT CHARACTERISTICS QUESTIONNAIRE

PLEASE COMPLETE THE FOLLOWING INFORMATION FOR INCLUSION IN THE COMPENDIUM OF PROJECT PROFILES 1990.

I. PROJECT DEMOGRAPHICS

Project Title: ____

Project Director: ____

Project Coordinator: ____

Contact Person: ____

Mailing Address: ____

____

____

____

City State Zip

Telephone: ____

OSERS Competition Number: ____

Project Implementation Date: __________ Project Termination Date: __________

Special Net User ID: ________________

II. AGENCY DESCRIPTION

INDICATE WHICH AGENCY IS THE PRIMARY GRANTEE (CIRCLE ONE).

INDICATE ANY COOPERATING AGENCIES/GROUPS INVOLVED IN YOUR PROJECT (CIRCLE ALL THAT APPLY).

AGENCIES/GROUPS	Primary Grantee Circle one	Cooperating Agencies Circle all that apply
A. Public Secondary School	1	2
B. Private Secondary School	1	2
C. Local Education Agency (LEA)	1	2
D. Community/Junior/Technical College	1	2
E. University or Four-Year College	1	2
F. University Affiliated Program	1	2
G. Area Vocational Center	1	2
H. JTPA	1	2
I. Residential Facility	1	2
J. Community Rehabilitation Facility	1	2
K. For-Profit Agency (i.e., employment agency, private business)	1	2
L. Private Non-Profit Agency	1	2
M. Association for Retarded Citizens	1	2
N. Association for Learning Disabilities	1	2
O. Parents or Parent Organizations	1	2
P. Research Institute	1	2
Q. City or County Government	1	2
R. State Vocational Rehabilitation Agency	1	2
S. State Educational Agency	1	2
T. State MH/DD Agency	1	2
U. State Council for DD Services	1	2
V. Other (specify) ________________ ________________	1	2

III. GEOGRAPHIC AREA SERVED

PLEASE INDICATE THE GEOGRAPHIC AREA THAT MOST CLOSELY DEFINES THE SCOPE OF YOUR PROJECT.

AREAS	CIRCLE ONE
A. A town of less than 5,000 people	1
B. A town of 5,000 to 10,000 people	2
C. A town of 10,000 to 50,000 people	3
D. A city of 50,000 to 100,000 people	4
E. A city of more than 100,000 people	5
F. A county	6
G. A region within a state (i.e., more than one county)	7
H. A state	8
I. A region of the nation (i.e., more than one state)	9

IV. ACCESS TO PUBLIC TRANSPORTATION

DOES THE GEOGRAPHIC AREAS SERVED BY YOUR PROJECT HAVE PUBLIC TRANSPORTATION?

Yes	No
1	2

V. PROJECT PURPOSE STATEMENT

WRITE A GENERAL STATEMENT DESCRIBING THE PURPOSE OF YOUR PROJECT, INCLUDING A DESCRIPTION OF THE TARGET POPULATION AND THE PROJECT'S PRIMARY GOALS OR OBJECTIVES.

VI. CURRENT FOCUS OF PROJECT ACTIVITIES (1989-90)

A. DESCRIBE THE PROJECT ACTIVITIES PROJECTED FOR THE CURRENT YEAR.
Example: During FY 89-90 (1) implementation of a peer tutoring program with 20 students, (2) inservice training for teachers, (3) development of a training manual for use in inservice.

B. DESCRIBE ANY ACTIVITY OR PROGRAM COMPONENT IMPLEMENTED DURING 1989-90 THAT HAS BEEN ESPECIALLY SUCCESSFUL.

VI. CURRENT FOCUS OF PROJECT ACTIVITIES (1989-90) (continued)

C. IDENTIFY BARRIERS TO PROGRAM SUCCESS ENCOUNTERED DURING 1989-90 AND DESCRIBE HOW YOU HAVE DEALT WITH THEM.

EXAMPLE: A. Inadequate curriculum A. Developed own curriculum

BARRIERS	REMEDIATION STRATEGIES
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

VII. PROJECT PARTICIPANTS

A. ESTIMATED NUMBER OF YOUTH WITH HANDICAPPING CONDITIONS RECEIVING DIRECT SERVICE(S) FROM YOUR PROJECT DURING THE ENTIRE FUNDING PERIOD: ____________________.

B. ESTIMATED NUMBER OF YOUTH WITH HANDICAPPING CONDITIONS IMPACTED BY YOUR PROJECT DURING THE ENTIRE FUNDING PERIOD: ____________________.

C. DESCRIPTION OF TARGET POPULATION

Please read the following list of handicapping conditions before answering. Choose the categories that most closely describe the population served by your project during the ENTIRE funding period. Indicate the number of individuals served and the age range for each category. For individuals having more than one handicap, indicate either the primary condition or multiple handicap. Please **do not** include any individual in more than one category.

HANDICAPPING CONDITION	NUMBER OF INDIVIDUALS SERVED	AGE RANGE
Autism		
Behavioral disorders		
Cerebral palsy		
Chronic mental illness		
Communications disorder		
Deaf/blind		
Developmental disability		
Emotional disorder		
Epilepsy		
Health impairment		
Hearing impairment		
Learning disability		
Mild mental retardation		
Moderate mental retardation		
Severe mental retardation		

NOTE: LIST CONTINUES ON NEXT PAGE

VII. PROJECT PARTICIPANTS (continued)

HANDICAPPING CONDITION	NUMBER OF INDIVIDUALS SERVED	AGE RANGE
Profound mental retardation		
Multiple handicap		
Physical handicap		
Speech impairment		
Spinal cord injury		
Traumatic brain injury		
Visual impairment		
Dropouts		
Economically disadvantaged		
Minority youth		
Substance abuse		
Other (specify)		

VIII. RELATED SERVICE/TRAINING COMPONENTS

INDICATE THE NUMBER OF INDIVIDUALS RECEIVING DIRECT TRAINING THROUGH PROJECT ACTIVITIES (e.g., INSERVICE TRAINING, WORKSHOPS)

GROUPS	NUMBER
A. Parents	
B. Agency personnel	
C. Business/industry personnel	
D. Peer tutors	
E. Teachers	
F. Project personnel	
G. Postsecondary faculty	
H. Undergraduate/graduate students	
I. Other (specify)	

IX. EVALUATION APPROACH

PLEASE INDICATE THE TYPE OF EVALUATION APPROACH(ES) USED. CHECK ALL THAT APPLY.

[ ] A. SYSTEM ANALYSIS

An approach that gathers information on planning, monitoring, impact, and costs of a program. Examples of evaluation models under this approach include control group, cost effectiveness, quasi experimental, non-equivalent comparison group, pretest-posttest preexperimental, process checklist, program analysis of service systems, program evaluation and review technique (PERT), single subject design, true experimental design, time series, frequency counts.

[ ] B. GOAL BASED

An approach that incorporates the use of goals and a set of objectives to achieve a specific outcome. Examples of goal-based models include Discrepancy Evaluation Model (DEM), Goal Attainment Scaling, Management by Objectives.

[ ] C. GOAL FREE

An approach that ascertains all program outcomes, not just the ones intended by the program personnel. Examples of goal free models include Goal Free Evaluation, Impact Evaluation, Stakeholder Analyses.

[ ] D. DECISION MAKING

An approach concerned with the criterion of utility: Which information will be most useful? This approach underscores evaluation as a practical activity. Examples of decision-making models include CIPP (Context, Inputs, Process, Products) Concerns-Based Adoption Model (CBAM).

[ ] E. CONNOISSEURSHIP

An approach that employs a single expert as the judge of program quality. Examples of connoisseurship models include art criticism, file review.

[ ] F. PROFESSIONAL REVIEW

An approach that employs members of a profession to judge the activities of their peers. It can include both internal and external professional review systems. One example of professional review is advisory board review.

[ ] G. QUASI LEGAL

An approach that incorporates the procedures and authority of law. Examples of quasi legal approaches include blue ribbon panels, most types of public hearings, mock trials, and judicial (adversarial) evaluation.

[ ] H. CASE STUDY

A narrative account of the actors and actions associated with the day to day running of a program. Emphasis is on capturing the multiple perspectives of the participants in an effort to judge program success. Examples of case study strategies include journalistic accounts and ethnographies.

[ ] I. OTHER

(Please specify type) ____

____

____

X. TYPE OF EVALUATION DATA/INFORMATION COLLECTED

PLEASE INDICATE WHAT TYPE OF EVALUATION DATA OR INFORMATION IS BEING COLLECTED BY CIRCLING THE APPROPRIATE ANSWER FOR EACH ITEM BELOW.

STUDENTS/CLIENTS	Yes	No
A. Intake/referral information (e.g., referral agent, number referred, method)	1	2
B. Type or extent of services rendered (e.g., contact hours, attendance counts, history of agency contacts)	1	2
C. Demographics (e.g., age, race, sex)	1	2
D. Educational background (e.g., school attendance, GPA, credits/degrees earned)	1	2
E. Assessment results (e.g., behavioral, vocational, academic, psychological, medical)	1	2
F. Progress in educational program (e.g., objectives completed, grades, credits earned, level of support services)	1	2
G. Prior work experience (e.g., job types, hours worked, wages, reason for leaving)	1	2
H. Progress in employment training programs (e.g., situational assessments, competency levels attained, placement, work behavior)	1	2
I. Degree of integration (e.g., contact with nonhandicapped peers, use of community services, co-worker involvement)	1	2
J. Postsecondary outcomes (e.g., completion of program, achievement scores, college enrollment, degrees earned)	1	2
K. Employment outcomes (e.g., length of employment, wages, advancement, type of employment)	1	2
L. Residential outcomes (e.g., type of residence, degree of supervision, acquisition/maintenance of daily living skills)	1	2
M. Student/client satisfaction with services/outcomes obtained	1	2
N. Satisfaction of significant others with student/client progress or status	1	2
O. Other student/client data collected (specify) ______________________ ______________________		

X. TYPE OF EVALUATION DATA/INFORMATION COLLECTED (continued)

PLEASE INDICATE WHAT TYPE OF EVALUATION DATA OR INFORMATION IS BEING COLLECTED BY CIRCLING THE APPROPRIATE ANSWER FOR EACH ITEM BELOW.

EMPLOYERS	Yes	No
A. Characteristics/demographics (e.g., type of business, number of employees, on-the-job training)	1	2
B. Degree of collaboration between project and employers (e.g., financial incentives, wage reimbursement, cooperative training)	1	2
C. Amount of direct service to employer (e.g., training of supervisors, employer contacts, job coach hours)	1	2
D. Employer satisfaction with project activities	1	2
E. Project impact on employers (e.g., post placement hires, attitute/acceptance level, integration, advocacy)	1	2
F. Other employer data collected (specify) ________________________		

POSTSECONDARY EDUCATION/TRAINING PROVIDERS	Yes	No
A. Characteristics/demographics (e.g., type of training/agency, support services provided, accessibility)	1	2
B. Degree of collaboration between project and providers (e.g., teacher training, support services, financial incentives)	1	2
C. Amount of direct service to provider (e.g., inservice training, devising adaptive equipment, assessment)	1	2
D. Provider satisfaction with project activities	1	2
E. Project impact on providers (e.g., personnel hired, specialized programs developed, recruitment of students with handicaps)	1	2
F. Other postsecondary provider data collected (specify) ________________________		

XI. INSTRUMENTATION

INDICATE THE NAME(S) OF THE INSTRUMENT(S) USED BY YOUR PROJECT TO ASSESS SPECIFIC COMPETENCY AREAS. SPECIFY TITLE.

Commercially Available Instruments Used by Project

Competency Assessed	Name of Instrument
General Ability/Intelligence (e.g., WAIS-R, WISC-R)	
Special Aptitude (e.g., Bennett Mechanical Comprehension, Crawford Small Parts Dexterity)	
Vocational Skills (e.g., Vocational Assessment & Curriculum Guide, VALPAR)	
Language (e.g., Peabody Picture Vocabulary Test, Test of Written Language)	
Adaptive Behavior/Survival Skills (e.g., Vineland Adaptive Behavior Scales, Street Survival Skills Questionnaire)	
Social Skills (e.g., Social & Prevocational Information Battery, Fundamental Interpersonal Relations Orientation-Behavior)	
Career Interest (e.g., Becker Reading-Free Interest Survey, Strong-Campbell Interest Inventory)	
Daily Living Skills (e.g., Coping Master Scales, Leisure Time Activities Scale)	
Dexterity/Manual Skills (e.g., Purdue Pegboard, Bender Gestalt)	
Personality (e.g., Piers Harris Self Concept, 16 Personality Factor Questionnaire)	
Academic Achievement (e.g., Wide Range Achievement Test, Peabody Individual Achievement Test)	
Other (e.g., Functional Assessment Inventory, Lifestyle Satisfaction Scale)	

XI. INSTRUMENTATION (continued)

IDENTIFY LOCALLY DEVELOPED OR PROJECT DEVELOPED ASSESSMENT INSTRUMENTS AND/OR EVALUATION FORMS. SPECIFY TITLE AND/OR USE.

Locally/Project Developed Instruments	
Type	Name and/or Use of Instrument
Observation Forms (e.g., Daily Living Skills Observation Form, Work Behavior Observation Form)	
Checklists (e.g., Independent Living Skills Checklist, Learning Disability Behavior Checklist)	
Rating Scale (e.g., Employer Satisfaction Rating Scale, Conference Evaluation Rating Scale)	
Interview (e.g., Intake Interview, Teacher Interview)	
Survey (e.g., Needs Assessment Survey, Parent Survey)	
Questionnaire (e.g., Process Evaluation Questionnaire, Intellectual Achievement Response Questionnaire)	
Other (e.g., High School Referral Form, Employer Contact Log)	

XII. EVALUATION PERSONNEL

INDICATE THE PERSONNEL INVOLVED IN EVALUATION ACTIVITIES. INCLUDE THE FULL TIME EQUIVALENT (FTE) FOR THESE STAFF (i.e., 1.0 FTE = full time, .50 FTE = half time, .25 FTE = quarter time).

ARE THESE STAFF INVOLVED IN EVALUATION?	Yes Circle all that apply.	No	FTE
A. Project Director	1	2	
B. Project Coordinator	1	2	
C. Project Staff	1	2	
D. Advisory Board	1	2	
E. Third-Party Evaluator (outside agency)	1	2	
F. Staff Evaluator (inside agency)	1	2	
G. Other (specify) ______________________			

XIII. EVALUATION REPORTING

INDICATE THE TYPE OF REPORT AND THE INTENDED AUDIENCE FOR YOUR EVALUATION RESULTS.

ARE THESE FORMS USED FOR REPORTING?	Yes Circle all that apply.	No
A. Formal Evaluation Report	1	2
B. Executive Summary	1	2
C. Brochure/Pamphlet	1	2
D. Other (specify) ______________________		

ARE THESE GROUPS PART OF YOUR EVALUATION AUDIENCE?	Yes Circle all that apply.	No
A. Consumers	1	2
B. OSERS	1	2
C. Transition Institute	1	2
D. Advisory Board	1	2
E. State Agency (specify) ______________	1	2
F. Other Boards or Panels (specify) ______________ ______________	1	2
G. Other Agencies (specify) ______________	1	2
H. Other (specify) ______________________		

XIV. PROJECT PRODUCTS

INDICATE WHETHER THE FOLLOWING PRODUCTS WILL BE PRODUCED BY YOUR PROJECT. CIRCLE ALL THAT APPLY. FOR EACH OF THE PRODUCTS CONFIRMED, INDICATE THE DATE THEY WILL BE AVAILABLE.

Products	Yes	No	Date Available (mo/yr)
	Circle all that apply		
A. Brochure	1	2	
B. Newsletter	1	2	
C. Parent Handbook	1	2	
D. Student Handbook	1	2	
E. Training Manual	1	2	
F. Project Developed Instruments	1	2	
G. Slide Presentation	1	2	
H. Video Tape	1	2	
I. Curricula	1	2	
J. Journal Articles	1	2	
K. Replication Manual	1	2	
L. Other (specify)			

XV. PROJECT OBJECTIVES

IDENTIFY YOUR PROJECT OBJECTIVES BY CIRCLING THE APPROPRIATE CODE FOR EACH ITEM.

0 = NOT AN OBJECTIVE OF THE PROJECT
1 = A FORMAL OBJECTIVE OF THE PROJECT THAT WAS STATED IN THE PROJECT PROPOSAL.
2 = A PROJECT OBJECTIVE THAT WAS ADDED AFTER PROJECT IMPLEMENTATION (i.e., NOT WRITTEN IN THE PROJECT PROPOSAL)

Objectives	Objective In Proposal	Objective Not in Proposal	Objective Not Addressed
ASSESSMENT AND REFERRAL			
A. Refer students	1	2	0
B. Determine eligibility/service needs	1	2	0
C. Assess students	1	2	0
PLACEMENT/FOLLOWUP			
D. Place students into competitive employment	1	2	0
E. Place students into supported employment	1	2	0
F. Place students into postsecondary employment	1	2	0
G. Place students into postsecondary training	1	2	0
H. Provide follow-up services to project participants	1	2	0
TRAINING/EDUCATION			
I. Train students - vocational	1	2	0
J. Train students - nonvocational (e.g., academic, personal-social, living skills)	1	2	0
K. Train students after job placement	1	2	0
COUNSELING			
L. Provide career exploration	1	2	0
M. Counsel students (specify type)	1	2	0
N. Develop peer support groups (specify type)	1	2	0
O. Provide case management	1	2	0

NOTE: LIST CONTINUES ON NEXT PAGE

XV. PROJECT OBJECTIVES (continued)

Objectives	Objective In Proposal	Objective Not in Proposal	Objective Not Addressed
PROGRAM DEVELOPMENT			
P. Develop curricula	1	2	0
Q. Develop instruments	1	2	0
R. Develop and implement a service delivery model	1	2	0
S. Develop computerized management information system (e.g., student tracking) (specify)	1	2	0
T. Develop training packages (specify use)	1	2	0
DISSEMINATION/REPLICATION			
U. Replicate project model in another site	1	2	0
V. Develop/disseminate products(s)	1	2	0
W. Disseminate information through conferences, articles, etc.	1	2	0
X. Provide technical assistance	1	2	0
Y. Identify continuation strategies/ resources	1	2	0
Z. Conduct conferences/seminars for dissemination/replication purposes	1	2	0
AGENCY COORDINATION			
AA. Develop interagency agreements	1	2	0
BB. Develop network among service providers	1	2	0
CC. Conduct transition needs assessment	1	2	0
MANPOWER TRAINING			
DD. Train parents, professionals, paraprofessionals, peer tutors	1	2	0
EE. Conduct workshops, conferences, inservices	1	2	0
FF. Train employment related staff (e.g., job coaches, supervisors)	1	2	0
RESEARCH			
GG. Conduct library research	1	2	0
HH. Conduct empirical research	1	2	0
II. Conduct follow-up studies	1	2	0
JJ. Other (specify)	1	2	0
	1	2	0
	1	2	0

APPENDIX B

EXPIRED PROJECT CHARACTERISTICS QUESTIONNAIRE 1989-90

The Expired Project Characteristics Questionnaire 1989-90 (EPCQ) was used as the basis for information contained in the Summary of Expired Projects and the Expired Project Profiles.

TRANSITION INSTITUTE AT ILLINOIS
EXPIRED PROJECT CHARACTERISTICS QUESTIONNAIRE

Please complete the following information on your expired transition project for inclusion in the Compendium of Project Profiles 1990.

I. IDENTIFYING INFORMATION

Project Title: ______________________________

Contact Person: ______________________________

Mail Address: ______________________________

____

____
City State Zip

Telephone: ( ) ______________

TI#: ______________

Competition #: ______________

Date Federal Funding Expired: ______________

Expiration Date of "No Cost Extension" (if applicable): ______________

II. CURRENT FOCUS OF PROJECT CONTINUATION ACTIVITIES (1989-90)

What activities are projected for this year? For example: During 1989-90 (1) implementation of peer tutoring program with 20 new students; (2) increase inservice training for postsecondary faculty members; (3) disseminate training manuals to job coach training programs.

III. PROJECT COMPONENTS BEING CONTINUED

Please list the components of your model program that are being continued by referencing the examples given below. If the following list does not contain a reference to one of your components, please identify the component(s) in your own words. For each continuing component indicate (1) the agency through which the component is being administered (see list of possible agencies); and (2) the contact person at the specific agency.

FREQUENTLY IDENTIFIED PROGRAM COMPONENTS: Intake/eligibility determination, assessment, referral, placement, follow-up, training, education, counseling, program refinement/revision, dissemination, replication, agency coordination, manpower training, research.

POSSIBLE ADMINISTERING AGENCIES: Public secondary school, local education agency, community/junior college, university, JTPA service delivery area agent, residential facility, private non-profit agency, profit making agency, research institute, city/county government, state agency (e.g., V.R., DD, SEA), federal agency (e.g., OSERS, DOL, ADD).

Program Components	Administering Agency	Agency Contact Person Address and Phone No.
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
6.	6.	6.

IV. PROJECT PRODUCTS

Indicate project products currently available for dissemination. If a product is not directly available from your project but is being distributed through a publisher or clearinghouse, please indicate ordering information. If a descriptive product list is available, please attach it.

Product Codes

B - Brochure
N - Newsletter
PH - Parent Handbook
SH - Student Handbook
TM - Training Manual
I - Project Developed Instruments

S - Slide Presentation
V - Video Tape
C - Curricula
A - Journal Articles/Monographs
RM - Replication Manual
O - Other

Code	Descriptive Title	Price	Order From

APPENDIX C

MASTER MAILING LIST FOR PROJECT DIRECTORS

The Master Mailing List for Project Directors provides names, addresses and phone numbers current as of June 1990 for all current and expired projects. They are listed alphabetically by project director's last name within their competitions (84.078C, 84.158N, and so on).

June 1990

Master Mailing List
for
Project Directors

Office of Special Education and Rehabilitative Services
U. S. Department of Education
Project Officer: Bill Halloran

Dr. Frank R. Rusch, Director
Secondary Transition Intervention Effectiveness Institute
1310 South Sixth Street
University of Illinois at Urbana-Champaign
Champaign, IL 61820
(217) 333-2325

Secondary Transition Intervention Effectiveness Institute

84.023D Handicapped Children's Model Programs: Youth Employment Projects (Expired)

Dr. Diane Baumgart
Project Director
Department of Special Education
University of Idaho
Moscow, ID 83843
208-885-6172
TI #9

J. Edward Carter
Project Director
Boston College
McGuinn Hall, B-19
Chestnut Hill, MA 02167
617-552-8208
TI #10

Dr. Charles C. Coker
Project Director
Research and Training Center
University of Wisconsin/Stout
Menomonie, WI 54751
715-232-1151
TI #19

Dr. Joseph DeMarsh
Project Director
Southwest Business, Industry &
Rehabilitation Association
4410 N. Saddlebag Trail
Scottsdale, AZ 85251
602-274-2710
TI #8

Dr. Anne M. Donnellan
Project Director
University of Wisconsin/Madison
1025 W. Johnson, Room 570
Madison, WI 53706
608-263-4272
TI #18

Pat Haley
Oregon Health Services University
Child Development & Rehabilitation
Center
P. O. Box 574
Portland, OR 97207
503-225-8313
TI #14

Carla Jackson
Project Director
Office of Superintendent of
Public Instruction
Old Capitol Building, FG-11
Olympia, WA 98504
206-753-6733
TI #17

Dr. Alan Lerman
Project Director
Lexington Center, Inc.
30th Avenue and 75th Street
Jackson Heights, NY 11370
718-899-8800 Ext. 316
TI #12

Wayne A. Lindskoog
VECTOR
Hennepin Technical Centers -
South Campus
9200 Flying Cloud Drive
Eden Prairie, MN 55447
612-944-2222
TI #11

Dr. John McDonnell
Project Director
221 Milton Bennion Hall
University of Utah
Salt Lake City, UT 84112
801-581-8121
TI #16

John Melder
Rochester City School District
131 W. Broad St.
Rochester, NY 14608
716-325-4560
TI #13

Dr. Jo Ann Sowers
Project Director
Oregon Research Institute
1899 Willamette
Eugene OR 97401
503-484-2123
TI #15

84.023G Handicapped Children's Model Demonstration Program: Post-Secondary Projects
(Expired)

Cynthia Andrews
Project Director
Transitional Employment Enterprises
1361 Elm Street
Manchester, NH 03103
603-624-0600
TI #61

Joyce Beam
Project Director
Charles County Board of Education
P. O. Box D
Laplata, MD 20646
301-932-6610 Ext. 428
301-870-3814
TI #60

Dr. Dianne E. Berkell
Project Director
Long Island University
C. W. Post Center
Department of Special Education
Brookville, NY 11548
516-299-2125
TI #62

Charles Bernacchio
Project Director
University of Southern Maine
Human Services Development Institute
96 Falmouth Street
Portland, ME 04103
207-780-4430
TI #59

Donna Bupp
Project Director
Association for Retarded Citizens
305 South Burrowes Street
State College, PA 16801
814-238-1444
TI #66

Dr. Judith Cook
Project Director
Thresholds
2700 North Lakeview Avenue
Chicago, IL 60614
312-348-5522
TI #55

Dr. Marijanet Doonan
Project Director
St. Thomas Aquinas College
Rt. 340
Sparkill, NY 10976
914-359-9500 Ext. 285
TI #63

Dr. Stephen Hazel
Project Director
University of Kansas
206 Carruth-O'Leary
Lawrence, KS 66044
913-864-4780
TI #57

Mary Ann Katski
Project Director
George Washington University
Office of Sponsored Research
Department of Special Education
2121 Eye Street, N.W.
Washington, DC 20052
301-468-0913
TI #54

Tom Lagomarcino
Project Director
University of Illinois
College of Education
110 Education Building
1310 South Sixth Street
Champaign, IL 61820
217-333-2325
TI #56

Justin Marino
Project Director
Arizona State University
Community Service Center
Room 303A
Tempe, AZ 85287
602-965-2070
TI #53

Beth McGuire
Project Director
Metro Industries, Inc.
1084 Whipple Court
Lexington, KY 40511
606-253-2658
TI #58

Dr. George Tilson
George Washington University
Office of Sponsored Research
Department of Special Education
2121 Eye Street, N.W.
Washington, DC 20052
301-468-0913
TI #54

Dr. Jan Nisbet
Project Director
Division of Special Education
and Rehabilitation
Syracuse University
805 South Crouse Avenue
Syracuse, NY 13210
315-423-4121
TI #64

Dr. Larry E. Rhodes
Project Director
Specialized Training Project
University of Oregon
135 Education
Eugene, OR 97403
503-686-5311
TI #65

Dr. Judith A. Schrag
Project Director
Special Education Section
Old Capitol Building
Olympia, WA 98504
206-586-6394
TI #67

Carla Jackson
Project Coordinator
Office of Superintendent of
Public Instruction
Old Capitol Building, FG-11
Olympia, WA 98504
206-753-6733
TI #67

Secondary Transition Intervention Effectiveness Institute

84.078B Post-Secondary Educational Programs for Handicapped Persons - Demonstrations (Expired)

Joe Ashley
Woodrow Wilson Rehabilitation Center
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